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ABSTRACT

This third annual compilation presents resources of 183 ongoing projects in career education, vocational education, and education and work, that are administered by such agencies as the U.S. Department of Education's Office of Career Education, National Institute of Education, Fund for the Improvement of Postsecondary Education, and Office of Special Education and Rehabilitative Services. Also included in the report are projects administered by the Office of Bilingual Education and Minority Language Affairs, National Center for Educational Statistics, and U.S. Department of Labor. The report is organized in three sections. Section 1 includes descriptions of the federal agencies and a list of key personnel; section 2 contains the project resumes; and section 3 is comprised of six indexes (subject, project director, organization, sponsoring agency, geographic location, and contract or grant number). Projects administered by the Office of Vocational and Adult Education are subdivided as follows: programs of national significance, programs for Indian tribes and Indian organizations, and Comprehensive Employment and Training Act (CETA) programs. Included in each resume are bibliographic information, subject terms describing the project, and an abstract focusing on project objectives and procedures. (MN)

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ED208244

Projects in Progress—FY 1980

A Report for
The Coordinating Committee on Research in Vocational Education

Compiled by
The National Center Clearinghouse

Developed by
The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Sponsored by
The Office of Vocational and Adult Education
U.S. Department of Education
Under the Authority of the Programs of National Significance of the Vocational Education Act

July 1981

CE 030 390

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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Washington, DC

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Vocational Education
The Ohio State University
Columbus, Ohio 43210

Executive Director: Robert E. Taylor

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The National Center Mission Statement

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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ERRATA

The project resume below was omitted from the Fund for Improvement of Postsecondary Education section on page 43.

CC040013 $68,500 DeMeester

Smith Management Program for Women.
Project Director: Lerner, Brenda
Organization: Smith College, Northampton, MA 01063
Telephone: (413) 584-6660
Organization Type: College/University
Geographic Location: Congressional District 01
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-80-04280
Project Number: 925AH00369
Funding Period: Start Date 01 Aug 80; End Date 30 Jun 82
Fiscal Year Funding: FY80; $68,500; 1 Aug 80 to 31 Jul 81
Descriptors: *Working Women, *Management Development, *On the Job Training, *School Business Relationship, *Individual Development, *Supervisory Training, Entry Workers, Managerial Occupations, Finance Occupations, Marketing, Computer Science
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years.

Smith College will initiate a pilot program for women in entry-level and first-line management positions designed to strengthen functional skills (finance, marketing, computer science, and operations management) and understanding of organizational behavior through a thirteen-month program, including two three-week summer sessions at Smith and an interim year of on-the-job management development. The interim component will follow a developmental action plan designed by and for the individual participant and her corporate supervisor. This unique approach will address two fundamental problems: the underrepresentation and lack of support of women in management and the general absence of training of corporate supervisors to foster the development of management potential in their employees. The program's immediate objectives will be to strengthen each participant's management skills and style in ways that will enable her to deal more effectively with her employees, peers, and other managers; provide her with training in functional areas; increase her ability to manage effectively her personal and professional life; broaden her general understanding of business organizations and her role as a woman; develop interpersonal skills and leadership abilities; and enhance promotability. Project staff also will acquire new knowledge about the supervisory process which will be applied later to training workshops for supervisors and included in a report on the evolution of the Smith Management Program for Women and its results.

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Foreword

Educators must be aware of ongoing vocational education research and development projects in order to keep abreast of new exemplary practices and products, to facilitate incorporation of innovations into programs, and to reduce duplication of effort. The National Center for Research in Vocational Education, through the National Center Clearinghouse, is pleased to assist in disseminating pertinent research and development information by compiling this record of federally administered projects in career education, vocational education, and education and work. The publication provides researchers, program planners, curriculum developers, evaluators, teacher educators, counselors, teachers, and administrators with an easy-to-use compendium of projects in progress.

We wish to thank staff members of the participating federal agencies for project information. Nickie Athanason-Dymersky, Education Program Specialist, Office of Vocational and Adult Education (ED), coordinated the acquisition activities as liaison officer for the Coordinating Committee on Research in Vocational Education.

Recognition is given to Clearinghouse staff for their efforts in compiling this publication: Wesley E. Budke, Clearinghouse Director; Carl F. Oldsen, Research Specialist; Patricia Arthur and Ruth Gordon, Program Associates; Laurian Miguel, Program Assistant; Naomi Jacobs, Librarian; and Brenda Bythewood and Bonnie Johnson, Typists.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

Executive Summary

This third annual compilation presents resumes of ongoing projects in career education, vocational education, and education and work. These contract and grant awards are administered by the U.S. Department of Education's Office of Vocational and Adult Education, Office of Career Education, National Institute of Education, Fund for the Improvement of Postsecondary Education, and Office of Special Education and Rehabilitative Services. These agencies form the Coordinating Committee on Research in Vocational Education. Also included in this publication are projects administered by the Office of Bilingual Education and Minority Languages Affairs, National Center for Education Statistics, and U.S. Department of Labor. The publication is organized in three sections. Section 1 includes descriptions of the federal agencies and a list of key personnel; section 2 contains the project resumes; and section 3 comprises six indexes: subject, project director, organization, sponsoring agency, geographic location (state and U.S. Congressional district), and contract or grant number. Project resumes are grouped by administering agency. Projects administered by the Office of Vocational and Adult Education are subdivided as follows: Programs of National Significance (Projects of National Significance, the National Center for Research in Vocational Education, Curriculum Coordination Centers, and Personnel Development Program); Program for Indian Tribes and Indian Organizations; and Comprehensive Employment and Training Act (CETA) Programs. Each resume includes bibliographic information, subject terms describing the project, and an abstract focusing on project objectives and procedures. Directions for using the report and a sample resume are provided. The Appendix lists the institutions and teacher educators participating in the Personnel Development Program. Reports for fiscal years 1978 and 1979 are available in ERIC as ED 174 781 and ED 189 362.

INTRODUCTION

Purpose

This third annual compilation provides information on current federal projects administered by the Coordinating Committee on Research in Vocational Education in the areas of career education, vocational education, and education and work. The Coordinating Committee comprises five U.S. Department of Education agencies: Office of Vocational and Adult Education, Office of Career Education, National Institute of Education, Fund for the Improvement of Postsecondary Education, and Office of Special Education and Rehabilitative Services. Also included in the publication are selected projects administered by the Office of Bilingual and Minority Languages Affairs, National Center for Education Statistics, and U.S. Department of Labor.

Procedures

Each of the above agencies submitted information about projects to be included in the publication according to timeliness and content criteria established by the Coordinating Committee. Projects reported were in progress as of February 15, 1981, including those awarded fiscal year 1980 funds and ongoing projects funded in previous fiscal years; focus was on career education, vocational education, or education and work.

Guidelines for abstracting descriptions of projects were adopted from the *ERIC Processing Manual*, and subject terms were selected from the *Thesaurus of ERIC Descriptors*.

Production services for the publication were provided by Education Service Group, an affiliate of Bibliographic Retrieval Services Inc., Corporation Park, Building 702, Scotia, New York 12302.

Using This Report

The publication is organized in three sections. Section 1 presents descriptions of the federal agencies, names of key personnel, and a list of project officers and their telephone numbers. Section 2 contains project resumes. Section 3 includes six indexes: subject, project director, organization, sponsoring agency, geographic location (state and U.S. Congressional district), and contract or grant number.

Project resumes in section 2 are grouped by administering agency. The accession number assigned to each project is a permanent number; therefore, a continuing project appearing in subsequent publications will have the same number. Projects administered by the Office of Vocational and Adult Education are subdivided into three groups: Programs of National Significance, Program for Indian Tribes and Indian Organizations, and Comprehensive Employment and Training Act (CETA) Programs. Programs of National Significance include

Projects of National Significance, National Center for Research in Vocational Education, Curriculum Coordination Centers, and Personnel Development Program. Table 1 below shows the number of project resumes within each agency and subgroup.

Table 1

Agency	Number of Project Resumes
Office of Vocational and Adult Education	
Programs of National Significance	
Projects of National Significance	31
National Center for Research in Vocational Education	27
Curriculum Coordination Centers	6
Personnel Development Program	1
Program for Indian Tribes and Indian Organizations	32
Comprehensive Employment and Training Act (CETA)	10
Office of Career Education	2
National Institute of Education	25
Fund for the Improvement of Postsecondary Education	23
Office of Special Education and Rehabilitative Services	10
Office of Bilingual Education and Minority Languages Affairs	15
National Center for Education Statistics	5
U.S. Department of Labor	7
Total	194

Resumes in this compilation reflect major program areas rather than the exact number of currently funded contract and grant awards. For example, the resume for the Personnel Development Program represents a total of eighteen grants to institutions. In contrast, each major task within the contract for the National Center for Research in Vocational Education is described in a separate resume in order to provide more detailed information about the overall scope of work performed under one contract.

Each resume includes bibliographic information and a summary focusing on project objectives and procedures. The sample resume on page xxii explains the terms used. For clarification of funding levels, the reader should give attention to the note whenever it appears. Total project dollars shown for each project reflect funds allocated through fiscal year 1980.

The indexes in section 3 provide six ways of accessing project information: subject, project director, organization, sponsoring agency, geographic location, and contract or grant number. A sample entry and instructions accompany each index.

The Appendix lists the institutions participating in the Vocational Education Graduate Leadership Development Program. For each institution, the following information is provided: number of awardees, teacher educator, grant number, project number, and Congressional district number of the institution.

SECTION 1

COORDINATING COMMITTEE ON RESEARCH IN VOCATIONAL EDUCATION

COORDINATING COMMITTEE ON RESEARCH IN VOCATIONAL EDUCATION

The Coordinating Committee on Research in Vocational Education was established within the U.S. Department of Education by the U.S. Congress under the Education Amendments of 1976 (PL 94-482). The Coordinating Committee, which represents the Office of Vocational and Adult Education, the Office of Career Education, the National Institute of Education, the Fund for the Improvement of Postsecondary Education, and the Office of Special Education and Rehabilitative Services, is charged with developing a plan for each fiscal year to establish national priorities for the use of funds available to these agencies for research, development, exemplary and innovative programs, and curriculum development in vocational education, career education, and education and work; coordinating the agencies' efforts to achieve these national priorities in order to reduce duplication of effort; and developing a management information system for the projects funded pursuant to this plan in order to achieve the best possible monitoring and evaluation of these projects and the widest possible dissemination of their results. Each of the government agencies administering programs in the areas cited is described below in more detail.

Office of Vocational and Adult Education (OVAE)

The Office of Vocational and Adult Education administers the vocational education discretionary programs which include Programs of National Significance (Projects of National Significance, National Center for Research in Vocational Education, Curriculum Coordination Centers, Personnel Development Program), Program for Indian Tribes and Indian Organizations, and Comprehensive Employment and Training Act (CETA) Programs.

Projects of National Significance. Designed to deliver information and products to personnel at the state level, the projects reflect Congressional, state, professional association, and public concerns regarding the improvement of vocational education and range from one to three years in duration. Contracts may be awarded to public organizations, institutions, and agencies; nonprofit institutions and agencies; and individuals.

National Center for Research in Vocational Education. The purpose of the National Center is to (1) conduct applied research and development activities, (2) provide leadership development activities for state and local leaders in vocational education, (3) disseminate the results of vocational education research and development, (4) maintain a clearinghouse on research and development projects supported by the states and the U.S. Department of Education, (5) generate national planning and policy development information, and (6) provide technical assistance to state, local, and other public agencies in developing methods for evaluation of vocational education programs.

Curriculum Coordination Centers. The national network of six curriculum coordination centers is a major resource for diffusion of curriculum materials and assistance with development and management practices. State and local vocational education agencies are served by state-appointed liaison representatives to the six regional centers. A major function of each center is to provide leadership in curriculum information resources. Other center functions, which may vary according to regional needs, include (l) identifying curriculum needs, (2) coordinating curriculum development activities, (3) field-testing and evaluating, (4) collecting and disseminating information on new materials and those under development, (5) responding to requests for materials and information, (6) providing curriculum in-service training, and (7) providing technical assistance.

Personnel Development Program. The Graduate Leadership Development Program provides opportunities for experienced vocational educators to devote full time to an advanced study program lasting no more than three years. Awards are made to selected individuals to attend an approved institution of their choice.

Program for Indian Tribes and Indian Organizations. This program seeks to improve vocational training opportunities for Indians by funding projects for a period not to exceed three years. Grants and contracts are awarded to tribal organizations or Indian tribes eligible to contract with the Bureau of Indian Affairs of the U.S. Department of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act of 1975 or the Act of April 16, 1934.

Comprehensive Employment and Training Act (CETA) Programs. CETA provides job training and employment opportunities for economically disadvantaged, unemployed, and underemployed persons. A flexible, decentralized system of federal, state, and local programs was established to ensure that training and other services would lead to increased earnings and enhanced self-sufficiency. Funds are allocated to prime sponsors each fiscal year based on the official census or certified updates.

Office of Career Education (OCE)

The Office of Career Education administers the two programs authorized by the Career Education Incentive Act of 1977 (PL 95-207): a large state plan/state allotment program and a smaller discretionary program.

Under the state plan/state allotment program, each state desiring to participate submits a state plan for career education for approval by the U.S. Department of Education. Funds appropriated by Congress each fiscal year are then divided among the participating states, each state being allotted a pro rata share of the funds based on the state's population of individuals aged five to eighteen. State education agencies administer career education implementation in elementary and secondary schools.

Under the discretionary program, the U.S. Department of Education awards grants and contracts to support the following demonstration and dissemination projects:

- Model demonstration projects dealing with career education at the elementary/secondary level
- Demonstration projects dealing with career education at the postsecondary level
- Dissemination of information about federal sources of occupational and career information
- Dissemination of information about exemplary career education programs in operation

Eligible applicants for model demonstration projects at the elementary/secondary level include state and local education agencies, postsecondary education institutions, and other nonprofit agencies and organizations. Eligible applicants for postsecondary level demonstration projects include postsecondary education institutions, public agencies, and nonprofit private organizations.

Dissemination of information about federal sources of occupational and career information is accomplished through the National Occupational Information Coordinating Committee (NOICC), while the dissemination of information about exemplary career education programs is accomplished through the National Diffusion Network (NDN).

National Institute of Education (NIE)

The National Institute of Education's authorizing legislation requires NIE to provide leadership in conducting and supporting scientific inquiry into the educational process. NIE develops and disseminates improved education practices and products, currently concentrating on six priority problem areas: basic skills, educational equity, finance and productivity, school capacity for problem solving, education and work, and dissemination. Programs in these areas are managed by three groups: Teaching and Learning, Educational Policy and Organization, and Dissemination and Improvement of Practice. Research related to education and work is supported by all three groups.

NIE's teaching and learning program supports research on literacy, the nature of good teaching, how children and adults learn, how to measure what is learned, and how to improve the substance of what is taught. The program is concerned with education at all levels (preschool through adulthood) in both formal and informal settings. The educational policy and organization program supports research to improve educational policy-making, promote more effective management and governance of educational institutions, and increase the general understanding of educational finance issues. The program on dissemination and improvement of practice seeks to ensure that the results of educational research and development are made available in usable form to those who need them. To that end, the program supporting research and regional service activities is designed to increase the effective use of R&D results in improving educational practice.

Approximately 80 percent of NIE's funds in the current fiscal year provide continuing support for long-term research and development programs. Remaining funds support new activities.

Colleges, universities, state departments of education, local education agencies, and other public or private nonprofit agencies, organizations, groups, and individuals usually are eligible for grants. Corporations, institutions, and agencies whose net earnings accrue to the benefit of private shareholders or individuals also are eligible to receive awards from NIE but will be awarded a contract rather than a grant.

NIE support is restricted to research and development projects in education, such as basic and applied research, planning surveys, evaluations, investigations, experiments, and developmental activities directly related to educational research. NIE generally does not fund service projects, operational costs, projects that appear to duplicate existing ones, or projects offering standard services or routine analyses.

Fund for the Improvement of Postsecondary Education (FIPSE)

The primary purpose of FIPSE is to award short-term grants to operational or pilot projects seeking to improve educational programs and services in postsecondary institutions or agencies. Seventy percent of all grants are awarded to colleges, universities, and other postsecondary institutions; 30 percent are awarded to associations, state agencies, professional organizations, libraries, museums, labor unions, community organizations, and other agencies which have significant roles in postsecondary education and services. FIPSE expects major local contributions to augment the funded projects.

Many of the projects receiving awards each year emphasize the relationship between education and work. Recently, other trends have received attention, such as increased adult participation in postsecondary education and the need to integrate liberal arts and career education more effectively. Although FIPSE may support applied assessment and evaluation efforts having a fairly immediate impact on policy and practice, it does not support basic research.

Office of Special Education and Rehabilitative Services (OSERS)

The two research programs operating within the general headings of special education and rehabilitation research are the Research Projects Branch in Special Education and the National Institute for Handicapped Research. Authorization for these programs was established by part E of PL 91-230 and section 504 of the Rehabilitation Amendments of 1978.

The Research Projects Branch is concerned with established priorities focusing on the general category of educational issues confronting PL 94-142, applied research, nondiscriminatory testing, transition from school to work, provision of related services, parental involvement, additudinal problems, and the nonvocal severely handicapped. In addition, the deinstitutionalization of the handicapped and the development of appropriate skills to foster education services delivery in the least restrictive environment will be addressed.

National Institute for Handicapped Research has the primary objective of paying part of the cost of projects to plan and conduct research, demonstrations, and related activities for developing methods, procedures, and devices to assist in providing vocational and other rehabilitative services to handicapped individuals, especially those with severe handicaps. In addition, the institute will be involved in such programs as development of research and training centers to train and coordinate research in conjunction with higher education institutions, rehabilitation engineering research, joint projects with other federal agencies, telecommunications systems research, and research in rehabilitation of all age groups.

For more detailed information about these agencies and their procedures for awarding grants and contracts, the reader is directed to the "Guide to Federal Funding in Career Education, Education and Work, and Vocational Education," a brochure available from Dr. Howard Hjelm, Director, Division of National Vocational Programs, Office of Vocational and Adult Education, Room 5042, ROB-3, Seventh and D Streets, SW, Washington, DC 20202.

Contact Persons in Sponsoring Agencies

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SECTION 2

PROJECT RESUMES

Sample Project Resume

Accession Number	**CCO62007** **$142,263** **Naber**	Total Project Dollars Project Officer
	Housing Maintenance and Repair Skills.	Title
Project Director	**Project Director:** Diaz, Rafael	
Organization Name and Address	**Organization:** Bronx Community College, CUNY Research Foundation, University Avenue and West 181 Street, Bronx, NY 10453	
Telephone Number	**Telephone:** (212) 220-6450	
Organization Type	**Organization Type:** Community/Junior College or Technical Institute	
Organization Location	**Geographic Location:** Congressional District 22, 23	
	Sponsoring Agency: Office of Bilingual Education and Minority Languages Affairs	Administering Agency
	Grant Number: OEG-00-80-00151	Contract/Grant Number
	Project Number: 558AH00041	Project Number
Funding Period	**Funding Period:** Start Date 1 Jul 80; End Date 30 Jun 81	
Fiscal Year Funding	**Fiscal Year Funding:** FY80; $142,263; 1 Jul 80 to 31 Jun 81	
	Note: Previously funded under OEG-00-79-00462	Descriptive Note
ERIC Descriptors	**Descriptors:** *Adult Vocational Education, *Bilingual Education, *Machine Repairers, *Housing Industry, *English Second Language, *Spanish Speaking, Hispanic Americans, Equipment Maintenance, Community Colleges, Job Search Methods, Job Training, Job Placement.	
Identifiers	**Identifiers:** Federal, Proposal	
	English as a Second Language (ESL) instruction will be coordinated with an equal amount of vocational skills training in this continuing program at Bronx Community College for 210 limited-English-speaking Hispanic adults (primarily Puerto Ricans from the Bronx and Brooklyn). Two cycles of combined vocational skills and ESL will be offered. Housing maintenance and repair training (576 hours) for ninety students will be continued. Housing management and boiler maintenance and repair (288 hours each) will be new offerings for sixty trainees each. Employed trainees will acquire skills necessary for job mobility; unemployed trainees will acquire skills for jobs as maintenance men, building managers, and boiler maintenance and repair specialists. Counseling and job placement, development, and referral services and other program components with positive impact will be maintained. Less effective components will be restructured. In-service counseling and workshops, conducted in English when possible, will stress job search skills. An independent consultant will evaluate the program.	Abstract

Office of Vocational and Adult Education

Programs of National Significance

Projects of National Significance

CC011001 $425,778 DiCola

Development of Entrepreneurship Training Components for Vocational Education.

Project Director: Kaplan, Carol

Organization: American Institutes for Research in the Behavioral Sciences, PO Box 1113, Palo Alto, CA 94302

Telephone: (415) 493-3350

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 12

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-79-0535

Project Number: 498MH90009

Funding Period: Start Date 01 Oct 79; End Date 30 Sep 81

Fiscal Year Funding: FY79; $425,778; 1 Oct 79 to 30 Sep 81

Descriptors: *Business Skills, *Instructional Materials, *Learning Modules, Curriculum Development, Information Dissemination, Administrator Education, Secondary Education, Technical Assistance, Workshops

Identifiers: Federal, Proposal, *Entrepreneurship

Note: American Institutes for Research also maintains an office at 1055 Thomas Jefferson Street, NW, Suite 200, Washington, DC 20007. Phone: (202) 342-5020

This project will develop thirty-six entrepreneurship instructional modules, including thirty-five units focused on occupations most likely to provide entrepreneurship possibilities and one core unit containing general entrepreneurship concepts applicable to any occupation. It will also create awareness of the materials' availability and encourage their use in secondary vocational courses by means of a promotional flier, orientation workshops, and the provision of technical assistance to state and local administrators to help them implant the materials. Procedures include (1) an extensive literature search and review of materials to identify proven resources as well as gaps to be filled; (2) field testing to determine materials' impact, taking into account a range of settings through careful site selection, staff orientation, and development and clearance of evaluation instruments; (3) accumulation of feedback and experience for material evaluation and revision; and (4) development of a Handbook on Utilization for use in the staff development programs for state and local education agency supervisors and instructors in vocational education. Second-year procedures include materials revision, promotion and dissemination through six regional workshops, and implementation assistance to administrators.

CC011002 $525,581 Cossaro

Field Testing Vocational Education Curriculum Specialist Materials.

Project Director: Hamilton, Jack

Organization: American Institutes for Research in Behavioral Sciences, PO Box 1113, Palo Alto, CA 94302

Telephone: (415) 493-3500

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 09

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0562

Project Number: 498AH80008

Funding Period: Start Date 01 Oct 78; End Date 30 Sep 81

Fiscal Year Funding: FY78; $162,536; 1 Oct 78 to 30 Sep 79. FY79; $363,045; 1 Oct 79 to 30 Sep 81

Descriptors: *Curriculum Development, *Curriculum Evaluation, *Teacher Education Curriculum, Advisory Committees, Information Dissemination, Learning Modules, Workshops

Identifiers: Federal, Proposal

Note: American Institutes for Research also maintains an office at 1055 Thomas Jefferson Street, NW Suite 200, Washington, DC 20007. Phone: (202) 342-5020

During the first two years of this three-year project, vocational education curriculum specialist (VECS) modules previously developed by the American Institutes for Research (AIR) and Washington State University at Pullman will be reviewed, combined, and refined. A plan including necessary instrumentation for field testing the revised modules will be submitted to the Federal Education Data Acquisitions Committee for approval. By the end of the second year, sixteen modules will have been field tested, revised appropriately, and readied for printing. AIR staff will have conducted briefings at the American Vocational Association conference in 1979 and at the national joint meeting of the six curriculum coordination centers (CCCs) in 1980. Articles will have been submitted for publication, and a newsletter will have been distributed to interested individuals and organizations. During the third year, modules and field test results (October 1980) will be submitted to the Joint Dissemination Review Panel for approval and possible emphasis in the National Dissemination Network, briefings will be given at the AVA convention (December 1980), and six dissemination workshops will be held (San Francisco, January 1981; Chicago, February 1981; Stillwater, OK, March 1981; Tampa, FL, New Brunswick, NJ and Moscow, ID, April 1981). Additionally during the final year, a promotional brochure will be distributed, as well as a guide for using the modules and the final technical report. Sets of the modules and other materials will be distributed to state vocational education directors, vocational teacher education institutions, National Center for Research in Vocational Education, CCCs, and other groups and individuals.

CC011003 $669,545 Pritchard

Individual Educational Plans for Handicapped Students in Vocational Education.

Project Director: von Hippel, Caren

Organization: Contract Research Corporation, Education and Human Development, Inc, 26 Brighton Street, Belmont, MA 02178

Telephone: (617) 489-3150

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 08

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0590

Project Number: 498AH80017

Funding Period: Start Date 01 Oct 78; End Date 30 Sep 81

Fiscal Year Funding: FY78; $150,632; 1 Oct 78 to 30 Sep 79. FY79; $356,714; 1 Oct 79 to 30 Sep 80. FY80; $162,199; 1 Oct 80 to 30 Sep 81

Descriptors: *Disabilities, *Individualized Programs, *Professional Training, *Program Guides, Adult Education, Advisory Committees, Literature Reviews, Out of School Youth, Postsecondary Education, Secondary Education, State Supervisors, Workshops, Information Dissemination

Identifiers: Federal, Proposal

The objective of this three-year project is to develop the tools (a user's guide and training package) that vocational educators need to develop individual educational plans (IEPs) for handicapped students and to train state level personnel in their use for vocational education, special education, vocational rehabilitation, guidance and counseling, and CETA programs. In the first year, the project will establish an advisory panel; review the literature; and identify, establish criteria for, and assess procedures for developing, implementing, monitoring, and evaluating the IEP approach in vocational education for handicapped students. Procedures for the second year will be to convene the advisory panel, develop outlines for the user's guide and accompanying training package, design instrumentation for and develop a field test plan, field test IEP program development and implementation with the user's guide, and finalize the user's guide and training package. In the third year, the project will develop a training plan, select participants and sites for about ten workshops nationwide, conduct training workshops to prepare the state teams that will train local IEP teams, analyze the workshops, and disseminate the user's guides and training packages.

CC011004 **$622,849** **Anderson**

Media Presentations on Mainstreaming the Handicapped.

Project Director: Smith, Roger

Organization: WGBH-TV, 125 Western Avenue, Boston, MA 02134

Telephone: (617) 787-2544

Organization Type: Business/Industry/Labor

Geographic Location: Congressional District 11

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0584

Project Number: 498AH80040

Funding Period: Start Date 01 Oct 78; End Date 30 Sep 80

Fiscal Year Funding: FY78; $236,235; 1 Oct 78 to 30 Sep 79. FY79; $193,201; 1 Oct 79 to 30 Sep 80. FY80; $193,413; 1 Oct 80 to 30 Sep 81

Descriptors: *Attitude Change, *Film Production, *Mainstreaming, *Disabilities, *Students, *Publicity, Guides, Information Dissemination, Instructional Materials, Postsecondary Education, Public Television, Secondary Education, Vocational Education Teachers, Material Development

Identifiers: Federal, Proposal

This program will accelerate opportunities for the handicapped by helping to change public attitudes toward handicapped persons and by encouraging educators to take necessary constructive action. The project proposes to (1) plan and produce two half-hour films showing handicapped persons at the secondary and postsecondary vocational education levels in ways most beneficial to educational professionals and the community they represent; (2) plan, produce, and print illustrated books, complementary to the films, detailing exemplary programs for the handicapped and describing them clearly enough to promote adaptation to other settings; (3) plan, produce, and print literature supplementary to the films, comprising an informational brochure and a promotional flyer; and (4) reach a wide public by offering the films to PBS for national public television distribution, promoting the broadcast and dissemination of the films and printed materials, and participating in the national conventions of concerned professional and community organizations. To accomplish these goals, the project will develop and disseminate each film and its accompanying materials in a separate phase, phase 2 varying from phase 1 only in content. In phase 1, WGBH will convene an advisory committee three times to review current literature; plan and produce the film; plan and produce 18,000 copies of a brochure to introduce the film and assist school administrators, board members, and vocational staff in recognizing how the film can be specifically and generally helpful to their efforts; produce 5,000 copies of the promotional flyers; seek to disseminate the film through PBS distribution to 200 member stations; and develop a comprehensive national promotion campaign. This project will produce two films, two books, and supplementary literature for a broad general audience comprising educational administrators and staff, handicapped people themselves, parents, non-handicapped peers, and the community-at-large that will affect public attitudes toward mainstreaming handicapped persons.

CC011005 **$403,536** **Brooking**

Credentialing Women's Life Experiences.

Project Director: Ekstrom, Ruth

Organization: Educational Testing Service, Rosedale Road, Princeton, NJ 08541

Telephone: (609) 921-9000

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 05

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0594

Project Number: 498AH80006

Funding Period: Start Date 01 Oct 78; End Date 30 Sep 81

Fiscal Year Funding: FY78; $149,376; 1 Oct 78 to 30 Sep 79. FY79; $254,160; 1 Oct 79 to 30 Sep 81

Descriptors: *Credits, *Experiential Learning, *Womens Education, Advanced Placement, Advisory Committees, Apprenticeships, Data Collection, Employment Opportunities, Homemaking Skills, Job Training, On the Job Training, State Of The Art Reviews, Surveys, Employed Women

Identifiers: Federal, Proposal, *Transferable Skills

The purpose of this three-phase project is to develop a system that will assess and accredit women's life experiences for entry into employment and entry or advanced placement in postsecondary level vocational education. Objectives include (1) determining the state-of-the-art in establishing the transferability of women's life experiences to employment and to completion of requirements for vocational education programs; (2) establishing an advisory committee including the individuals representing Alliance for Displaced Homemakers, Council for the Advancement of Experiential Learning, and the National Advisory Council on Women's Programs to review collected data and project plans and materials; (3) developing and administering an inventory of women's life experiences to determine the most common type of job-relevant life experiences and to collect data on women's employment, on-the-job training, parenting, homemaking, volunteer work, and continuing education experiences; (4) identifying and analyzing competencies derived from the results of the inventory to determine the transferability of the experiences to requirements for twenty selected occupations and for admission to vocational programs; and (5) developing and field testing a system that will encourage and assist employers and educational institutions to consider the career relevance of women's life experiences. In the field test, women who are high school graduates, have been homemakers for most of their adult lives, and wish to enter the work force will be placed in ten occupations using on-the-job training. Other women will be placed in vocational education programs for training in ten different occupations. Field test results will be evaluated to determine how successful the participants have been in their occupational or educational placements. The competency analysis will be revised on the basis of the field test results, and a description of the system and instructions for its use will be published.

CC011007 **$905,829** **Brooking**

Curriculum for Energy and Conservation Technology—Phase 1.

Project Director: Hull, Daniel M.

Organization: Technical Education Research Center, 4201 Lake Shore Drive, Suite 111, Waco, TX 76710

Telephone: (817) 772-8756

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 11

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0551

Project Number: 498AH80027

Funding Period: Start Date 01 Oct 78; End Date 30 Sep 81

Fiscal Year Funding: FY78; $177,128; 1 Oct 78 to 30 Sep 79. FY79; $472,862; 1 Oct 79 to 30 Sep 80. FY80; $255,839; 1 Oct 80 to 30 Sep 81

Descriptors: *Curriculum Development, *Energy Conservation, *Environmental Technicians, *Learning Modules, Advisory Committees, Postsecondary Education, Program Guides, State of the Art Reviews, Workshops

Identifiers: Federal, Proposal

The purpose of this project is to train the technicians and skilled personnel required to plan, design, develop, install, operate, maintain, and service systems that improve the efficiency of energy use and result in conservation measures. In so doing, the project will develop, test, and promote modular curriculum materials for interdisciplinary use and develop a plan for installing technical programs for energy technicians. Tasks for Phase I will be to (1) determine the current and projected need for technicians, the state of the art of curriculum materials, and the status of technical training programs; (2) determine and perform the required curriculum development acitivities, convening an advisory committee to provide expert data; (3) develop technical teaching and learning modules for the first-year curriculum; (4) secure critical reviews of the first-year course modules in order to revise the curriculum; and (5) design a detailed field test plan including workshops for instructional staffs of the institutions serving as field test sites. Phase 2 will field test the first-year technical courses at six postsecondary vocational and technical schools and revise the courses accordingly; develop the technical teaching and learning modules for the second-year curriculum and revise them based on critical review; and develop a draft copy of a program planning guide for postsecondary educational institution training programs for energy technicians. In Phase 3 the project will conduct field tests on second-year courses; revise the courses; and develop plans for and conduct four regional diffusion workshops nationwide, each near one of the schools selected for field testing the materials. During each phase, the project will plan and conduct a familiarization program primarily through publishing articles in trade journals, developing a leaflet, and presenting information at the regional workshops. Products of the project will be a nationally tested modularized curriculum for energy conservation technicians and a planning guide for implementing the program at the postsecondary level.

CC011008 $211,536 Brooking

Curriculum for Radiation Protection, Nuclear Instrumentation, and Nuclear Materials Processing Technicians.

Project Director: Hull, Daniel M.

Organization: Technical Education Research Center, 4201 Lake Shore Drive, Suite 111, Waco, TX 76710

Telephone: (817) 772-8756

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 11

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0582

Project Number: 498AH80015

Funding Period: Start Date 15 Oct 78; End Date 14 Aug 80

Fiscal Year Funding: FY78; $196,672; 15 Oct 78 to 30 Sep 79. FY80; $14,864; 1 Oct 79 to 14 Aug 80

Descriptors: *Curriculum Development, *Learning Modules, *Nuclear Physics, Advisory Committees, Industrial Training, Instructional Materials, Postsecondary Education, Program Guides, Workshops

Identifiers: Federal, Proposal

The purpose of the project is to enable public postsecondary educational institutions and industry to prepare nuclear technicians to meet industry needs by completing the seventy-four educational modules for the Nuclear Technology Series and by providing the materials essential to implement and maintain nuclear programs in postsecondary schools and industrial training centers. In so doing, the project will (1) convene an advisory group; (2) develop, review, and revise the modules and planning guides; (3) create awareness among school and industrial curriculum planners, administrators, and instructors of the Nuclear Technology Series through journal articles, presentations, correspondence, and descriptive program leaflets; (4) disseminate materials, including a sample of each module and planning guide developed or revised in the project, to forty-seven schools and seventy-eight nuclear facilities; and (5) develop and conduct a national workshop for more than 230 key individuals in educational policy- and decision-making roles. This project will complete the Nuclear Technology Series by producing seventy-four educational modules and four program planning guides for nuclear technician programs, specifically for radiation protection technician, nuclear instrumentation and control technician, nuclear quality-assurance and quality-control technician, and nuclear materials processing technician; along with descriptive program leaflets and brochures. In addition, thirty-five individual course indexes and one master index will be prepared for the series.

CC011009 $1,685,141 Zwillinger

Development of Competency Measures for Vocational Skill Areas.

Project Director: Chalupsky, Albert B.

Organization: American Institutes for Research in the Behavioral Sciences, PO Box 1113, Palo Alto, CA 94302

Telephone: (415) 493-3550

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 12

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-79-0735

Project Number: 498MH90014

Funding Period: Start Date 01 Oct 79; End Date 30 Sep 82

Fiscal Year Funding: FY79; $1,685,141; 1 Oct 79 to 30 Sep 82

Descriptors: *Criterion Referenced Tests, *Job Skills, *Minimum Competency Testing, *Program Evaluation, *Program Improvement, *Test Construction Workshops

Identifiers: Federal, Proposal

Note: Monies allocated in FY 1979 will fund the project through September 30, 1982

The objectives of this project are to develop, validate, and disseminate tests for use in assessing the competencies of vocational education students, evaluating and improving the quality of vocational education programs, and assisting employers in identifying the competencies of prospective employees. Specifically, the project will (1) develop occupational competency tests in fourteen selected occupations for use in vocational education programs; (2) field test the competency tests to establish their validity; (3) disseminate information about the student competency tests to facilitate their acceptance; and (4) design and help implement a plan for the continued development of occupational competency testing on a self-supporting basis. The tests developed will encompass affective, cognitive, and performance elements of occupational competency. For each occupation that is selected for test development, a critical review will be made of existing performance requirements information and a task analysis conducted. The tests will be subjected to intensive review, nationwide field testing, and validation in schools and in cooperating business and industrial organizations. A national workshop will then be conducted to orient state education agency and postsecondary personnel from all states and outlying areas. Project staff will provide technical assistance to selected states as they begin to incorporate the tests into their regular school programs and, in addition, will develop plans and help other agencies initiate competency test development for other occupations. The products and results of this project will provide an objective means for communicating, particularly to students, parents, and teachers, the progress that has been made in preparing individual students for specific jobs.

CC011010 $110,050 Sniegoski

Youth Employment Program for Out-of-School Youth.

Project Director: Kearney, Annette

Organization: National Council of Negro Women, 1819 H Street, NW, Suite 900, Washington, DC 20006

Telephone: (212) 687-5870

Organization Type: Public Sector Organization

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-79-0773

Project Number: 995AH90009

Funding Period: Start Date 01 Oct 79; End Date 28 Feb 81

Fiscal Year Funding: FY79; $110,050; 1 Oct 79 to 28 Feb 81
Descriptors: *Dropouts, *Career Development, *Employment Programs, *Cooperative Programs, *Coordination, *Out of School Youth, Delinquency, Basic Skills, Work Attitudes, Work Experience Programs, Postsecondary Education
Identifiers: Federal, Proposal, *High Risk Youth

The goals of the project are to (1) coordinate the efforts of postsecondary institutions with public and private sector employers to enhance the career opportunities for high risk youth between the ages of 16-21; (2) develop basic skills and general competencies among high risk youth; (3) develop positive work attitudes which will enable participants to function successfully in society; (4) place participants in vocational experiences commensurate with their aspirations and talents; and (5) enable participants to establish for themselves adequate roles in society. Project staff will implement a career development and employment program for forty-five out-of-school youths. The youths served will be school dropouts, teen parents, or court referred delinquents. The program will provide career employment experiences by coordinating the services of existing community-based organizations, postsecondary institutions, CETA, and public and private sector employers. This program will consist of three primary components: assessment of the needs and career goals of the program participants; referral of the participants to the appropriate private or public sector jobs and to existing community-based organizations which provide services that would enhance job performance; and monitoring and ongoing follow-up of the youths' job performance and of services received from community-based organizations. This project will raise participants' performance in the basic skill areas of reading and computation to a level which will allow them to do satisfactory work and to become contributing citizens to society.

CC011011 $236,248 Pritchard

Evaluation of Industry-Education-Labor (I-E-L) Collaboration in Improving the Quality and Accessibility of Occupational Education.

Project Director: Gold, Gerald
Organization: National Manpower Institute, 1211 Connecticut Avenue, NW, Suite 301, Washington, DC 20036
Telephone: (202) 464-4420
Organization Type: Research/Development/Curriculum Organization
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-79-0691
Project Number: 498MH90017
Funding Period: Start Date 01 Oct 79; End Date 31 Mar 81
Fiscal Year Funding: FY78; $236,248; 1 Oct 79 to 31 Mar 81
Descriptors: *School Business Relationship, *Information Dissemination, *State of the Art Reviews, *Instructional Materials, Labor, Annotated Bibliographies, Guides
Identifiers: Federal, Proposal, *Industry Education Labor Councils

The purpose of the project is to provide a systematically developed knowledge base about the state of the art of industry-education-labor collaboration; to develop and provide selected practical resource tools for use by existing I-E-L councils and other officials, institutions, and organizations to improve collaboration; to attract nationwide attention to the project-produced knowledge, recommendations, handbook, and related resource materials; and to disseminate information to create awareness of project objectives, activities, and expected outcomes. Four major publications will be developed and disseminated: an annotated listing of relevant literature and audiovisual resources; a state-by-state listing and descriptive comparison of local I-E-L action councils; a concise "how-to-do-it" handbook dealing with the development, funding, and operation of systematically organized collaborative efforts; and a report on the state of the art of I-E-L collaboration with emphasis on access to quality vocational education. A panel of experts representing all I-E-L sectors at local, state, and national levels will assist and review project activities.

CC011012 $238,830 Smith

Vocational Education Personnel Development in the Pacific Basin Territories.

Project Director: Zane Lawrence
Organization: University of Hawaii at Manoa, Spalding Hall 357, 2500 Matile Way, Honolulu, HI 96822
Telephone: (808) 948-7834
Organization Type: College/University
Geographic Location: Congressional District 01
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-79-0436
Project Number: 498MH9001
Funding Period: Start Date 15 Sep 79; End Date 14 Mar 81
Fiscal Year Funding: FY79; $238,830; 15 Sep 79 to 14 Mar 81
Descriptors: *Personnel Needs, *Professional Personnel, *Recruitment, *Teacher Improvement, *Inservice Teacher Education, *Preservice Teacher Education
Identifiers: Federal, Proposal

The objectives of the project to assist vocational educators in the Pacific Basin Territories (American Samoa, Guam, the Commonwealth of the Northern Marianas, and the Trust Territory of the Pacific Islands) in meeting vocational education personnel development needs are to (1) identify and describe the vocational programs and personnel of the Pacific Basin Territories; (2) conduct an assessment of personnel development and recruitment needs in the territories; (3) develop and implement a plan for preservice and inservice training for vocational education personnel; (4) develop a plan for recruiting the vocational education personnel needed; and (5) disseminate information on personnel development and recruiting plans and provide technical assistance as needed. An executive committee will be formed consisting of the state director of vocational education of each territory, vocational teacher educators who have been involved in personnel development in the Pacific Basin, and a vocational educator from each of the community colleges or technical schools located in the Pacific Basin Territories. This committee will serve as the heart of the project, acting as the sounding board for project staff and assisting inservice and preservice students. A maximum effort will be made in the early stages of the project to accomplish the objectives and tasks necessary to prepare a viable training plan to meet the greatest personnel development needs in the most effective and efficient manner. A major emphasis is placed on implementing and coordinating the training plan in the latter two-thirds of the project period. A minimum number of one-week workshops is proposed; time of year and distance will be the major obstacles to resolve. Every effort will be made to observe the protocol and other unique cultural, environmental, and administrative procedures established in each territory.

CC011013 $512,197 Di Cola

Development of an Outreach Program to Attract Women into Male-Intensive Vocational Education Programs.

Project Director: Shuchat, Jo
Organization: Technical Education Research Center, 8 Eliot Street, Cambridge, MA 02138
Telephone: (617) 547-3890
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 08
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-79-0659
Project Number: 498AH90001
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 81
Fiscal Year Funding: FY79; $512,197; 1 Oct 79 to 30 Sep 81
Descriptors: *Females, *Outreach Programs, *Information Dissemination, *Nontraditional Occupations, Guides, Recruitment, Training, Placement, Evaluation, Program Development
Identifiers: Federal, Proposal

Since women are largely unaware of occupational possibilities beyond the traditionally female ones and need to be informed of what these occupations are and their advantages, the project will develop guides about the functional aspects of an outreach program to provide a framework on which effective outreach programs can be built and replicated. The six essential functional areas are planning, administration, recruitment, training, placement, and evaluation. A state-of-the-art search will be conducted of existing outreach programs to collect information about strategies and procedures which have been found to be effective, and a matrix will be developed of program components. An informational and awareness campaign will be conducted, including an informational leaflet, which will be aimed at three primary audiences: women; vocational schools, institutions, and agencies; and employers, unions, and community groups. A handbook will be developed which will be the cornerstone of the model outreach system. It will be designed for onsite program replicators and will contain a conceptual framework of the need for outreach programs on the part of women, employers, and educational institutions; guidelines, procedures, and cautions on the development, implementation, and operation of the programs; and resources for additional information. A guide answering seven basic questions about male-intensive occupations will also be developed to aid women who are beginning to think about male-intensive occupations, but who know little about them. Project products will be field-tested at six outreach program sites and then revised, approved, and disseminated nationwide.

CC011014 $488,017 Holmberg

Identification and Development of Procedures for Facilitating Access to Employment through Vocational Education for Displaced Homemakers.

Project Director: Guilfoy, Vivian
Organization: Education Development Center, Inc, 55 Chapel Street, Newton, MA 02160
Telephone: (617) 969-7100
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 04
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-79-0778
Project Number: 498AH90002
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 81
Fiscal Year Funding: FY79; $488,017; 1 Oct 79 to 30 Sep 81
Descriptors: *Females, *Displaced Homemakers, *Vocational Adjustment, *Information Dissemination, *Retraining, Divorce, Widowed, Fatherless Family, Employment Problems, Skill Centers, Program Development, Conferences
Identifiers: Federal, Proposal

The project to aid displaced homemakers will be conducted in collaboration with the American Vocational Association and the Wellesley College Center for Research on Women. Project goals include: (1) using TV advertising spots to let displaced homemakers know that help is available and to encourage employers to hire displaced homemakers; (2) developing a manual for vocational education counselors and a resource guide for vocational educators and planners; (3) publicizng the project's efforts through journal articles, presentations, special meetings, and mailings; and (4) instigating a sharing of information and concern among displaced homemakers, the centers that serve them, prospective employers, vocational educators and counselors and their institutions, teachers, state personnel, service clubs, women's organizations, and the public. These goals will be met by establishing an expert consultant group to provide guidance and review throughout the project; preparing a state-of-the-art document, including the names, locations, and sponsorship of displaced homemaker centers, to serve as an information base for all subsequent activities; developing and distributing printed and TV materials; planning and conducting a national conference of service clubs and women's organizations directed toward local program planning; and participating in the National Dissemination Forum and another major national conference in each of two years.

CC011015 $348,140 Holmberg

Basic Skill Development through Vocational Education.

Project Director: Dunn, James
Organization: State University of New York, Cornell Institute for Research and Development in Occupational Education, Department of Education. Stone Hall, Ithaca, NY 14853
Telephone: (607) 256-6515
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 27
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-79-0744
Project Number: 498AH90014
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 81
Fiscal Year Funding: FY79; $348,140; 1 Oct 79 to 30 Sep 81
Descriptors: *Basic Skills, *Resource Materials, *Guides, Remedial Programs, Program Development, Minimum Competency Testing, Secondary Education, Technical Assistance, Instructional Materials
Identifiers: Federal, Proposal

The project will (1) identify resources available for vocational educators' use to enhance basic skill competencies; (2) develop appropriate teacher guides and resource handbooks to provide information about basic skills curricula, materials, and instructional techniques; (3) field test, revise, and disseminate the guides and handbooks; (4) conduct a series of workshops to introduce the guides and handbooks; and (5) provide technical assistance in materials implementation. Project procedures will include a literature search and review; use of consultants and personal interviews to obtain first-hand information; the appointment of a Project Advisory Committee; determination of test types and methods of test administration; assessment of entry level competencies; planning and execution of guide field testing; thorough identification of potential material users; and the planning, execution, and subsequent evaluation of dissemination workshops in six regional centers. Expected benefits are the provision of materials that will assist vocational educators to identify basic skill requirements for entry level jobs and that will meet the basic skill needs of secondary level vocational education students.

CC011016 $183,497 Zwillinger

Identification of Issues Relating to the Role of Vocational Education in Serving Older Persons.

Project Director: Bice, Garry R.; Nerden, Joseph T.
Organization: Conserva, Inc, 401 Oberlin Road, Suite 110-112, Raleigh, NC 27605
Telephone: (919) 832-7717
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 04
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-79-0706
Project Number: 498AH90015
Funding Period: Start Date 01 Oct 79; End Date 31 Mar 81
Fiscal Year Funding: FY79; $183,497; 1 Oct 79 to 31 Mar 81
Descriptors: *Older Adults, *Skill Development, *Social Services, *Program Development, Information Dissemination, Educational Opportunities, Policy Formation, Workshops, Guides, Films, State Of The Art Reviews
Identifiers: Federal, Proposal
Note: Conserva, Inc. also maintains an office in Washington, DC. Phone: (202) 466-2648

The overall goal of this project is to identify, analyze, describe, and disseminate information about the policy and planning issues, service needs, service providers, alternative service models, and programmatic service operations that will lead to improved opportunities for older persons to obtain vocational skills training and to serve in a manner that utilizes their accumulated knowledge, skills, and experiences. Specific objectives are to (1) establish communication linkages with public and private agencies, organizations, and groups concerned with the welfare of older persons; (2) collect information relative to strategies for improving access of older persons to vocational programs; (3) analyze indepth the collected data; (4) conduct four regional workshops on diffusion strategies and activities for linking vocational education into a comprehensive delivery system for providing social services and skills training to older persons; and (5) develop and disseminate background papers and technical assistance materials. Products of the project will include a summary of the state of the art, a policy-planning guide (or planning paper), a program development handbook, and an orientation film. Products used in conjunction with a diffusion strategy will assist states in eliminating outmoded stereotypes of older persons and will serve to insure that vocational programs are responsive to the needs of older persons and realistic in light of current and anticipated employment opportunities. Project evaluation will be both formative and summative.

CC011017 $683,548 DiCola

Procedures for Utilizing Volunteers to Improve Vocational Education in Urban Areas.

Project Director: Katz, Douglas S.; Nerden, Joseph T.
Organization: Conserva, Inc, Suite 110-112, 401 Oberlin Road, Raleigh, NC 27605
Telephone: (919) 832-7717
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 04
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-79-0796
Project Number: 498AH90019
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 82
Fiscal Year Funding: FY79; $683,548; 1 Oct 79 to 30 Sep 82
Descriptors: *Volunteers, *Urban Areas, *Information Dissemination, *Technical Assistance, Resource Materials, Guides, State Of The Art Reviews, Workshops, Advisory Committees, Demonstrations Educational, Organizational Communication, Program Evaluation, Diffusion, Films
Identifiers: Federal, Proposal
Note: Conserva, Inc. also maintains an office in Washington, DC. Phone: (202) 466-2648

The overall goal of this project is to identify, describe, analyze, and disseminate information about the problems, issues, methods, models, and procedures that will lead to increased use of volunteers to provide vocational education services to youth and adults in urban areas. Project objectives are to (1) establish communication linkages with agencies, organizations, and groups concerned with increased use of volunteers; (2) identify and collect information relevant to planners and policy-makers; (3) analyze in detail the collected data to determine information relevant to planning, policymaking, and evaluation of volunteer programs; (4) prepare and disseminate a state-of-the-art review of past and present programs and practices; (5) develop, demonstrate and disseminate a resource handbook; and (6) conduct four regional workshops to develop diffusion strategies to promote volunteerism. Specific procedures include the establishment of a seventeen-member Project Advisory Committee to provide overall guidance and review as well as to serve as major project communication link with volunteer and vocational agencies; a plan to test the efficacy of the resource handbook through subcontracted demonstrations in selected urban sites by actual volunteer placement in specific positions, supervision of volunteers, evaluation, and report of program operation; diffusion workshops which will play a central role in project dissemination efforts; and a tripartite product, process, and impact evaluation plan. Final deliverables include project fliers (500 copies), State of the Art Summary (1,000 copies), an orientation film, a Final Resource Handbook (1,000 copies), a Resource Handbook Field Test Data to present demonstration results (1,000 copies), and a final report. This project will result in the identification, collection, and provision of information to assist federal, state, and local policymakers, planners, and program operators in formulating and evaluating alternative strategies for improving the use of vocational volunteers in urban areas.

CC011018 $498,042 Pritchard

Guidance Team Training with Emphasis on Guidance for Vocations and Learners with Special Needs.

Project Director: Drier, Harry N.
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210
Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-79-0812
Project Number: 498MH90028
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 81
Fiscal Year Funding: FY79; $498,042; 1 Oct 79 to 30 Sep 81
Descriptors: *Career Development, *Occupational Guidance, *Program Improvement, *Team Training, *Minority Groups, *Disadvantaged Groups, *Guidance Programs
Identifiers: Federal, Proposal

The purpose of the project is to facilitate nationwide improvement of comprehensive career guidance programs and make such programs accessible and more effective in meeting career development, vocational education, and employment needs. Concerned with all educational levels and all ages in all communities, this project will emphasize the special needs of disadvantaged persons, handicapped persons, minorities or females. This will necessitate analysis of significant legislation, identification of guidance program change agents, and selection of local guidance pilot program sites. The project will also require training and planning workshops for local-site teams of diversified guidance personnel, provision of technical assistance to local site teams, and operation of a nationwide information exchange system and network of localized pilot guidance program improvement efforts to assess the potential of an educational institution-community guidance programming concept which is of national significance. Major objectives are to (1) update previously developed legislative and competency based guidance programming modules; (2) provide training modules on such additional subjects as Individual Career Development Plan and guidance for minorities, women, handicapped, and disadvantaged; (3) provide opportunities for guidance program improvement planning and implementation by approximately forty local guidance teams; and (4) evaluate the progress of a diversified set of guidance program improvement implementation methods and materials in a wide variety of local educational institution-community patterns. The project will provide nationally significant progress and data on effecting improved education-community guidance programming in local settings.

CC011019 $392,293 Cossaro

Verification and Implementation of Program Standards for Vocational Home Economics Education.

Project Director: Griffin, Wilma P.
Organization: University of Texas at Austin, Division of Home Economics Education, Mary Gearing Hall, Room 208, Austin, TX 78712
Telephone: (512) 471-4287
Organization Type: College/University
Geographic Location: Congressional District 04
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-79-0538
Project Number: 498AH90018
Funding Period: Start Date 26 Sep 79; End Date 26 Mar 81
Fiscal Year Funding: FY79; $392,293; 26 Feb 79 to 26 Mar 81
Descriptors: *Home Economics Education, *Academic Standards, *Guides, Program Evaluation, Program Development, Curriculum Development, Student Organizations, Evaluation Criteria
Identifiers: Federal, Proposal

The project has three objectives: to identify standards that will ensure quality vocational home economics education programs while also integrating home economics student organizations into the instruction, to develop a set of standards and related handbook, and to disseminate the resulting set of standards and handbook. Procedures include gathering a wide collection of standards and program criteria through literature search, questionnaire, and contact with state supervisors of home economics education; a thorough analysis of materials;

establishment of a broadly representative advisory committee to determine final criteria selection, design, and dissemination of a descriptive brochure; and preparation of an analysis report of the literature review. A preliminary set of standards based on the approved analysis report will be developed together with a handbook to clarify the standards and give implementation suggestions. Six regional workshops with participants from fifty-seven states and territories will take place as part of the dissemination plan, with product review and revision between each workshop, to achieve maximum diversity of input and opportunity for discussion. Project reports and products will include quarterly progress reports; preliminary and revised versions of the standards and handbook; a plan for institutionalizing the standards and handbook; estimated implementation costs, informational brochure, and workshop announcement brochure; final version of standards and handbook; and a final project report.

CC011020 $298,856 Holmberg

Development of Safety and Health Instructional Materials.

Project Director: Hull, Daniel M.
Organization: Technical Education Research Center, 4201 Lake Shore Drive, Suite 111, Waco, TX 76710
Telephone: (817) 772-8756
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 11
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-79-0709
Project Number: 498MH90020
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 81
Fiscal Year Funding: FY79; $298,856; 1 Oct 79 to 30 Sep 81
Descriptors: *Instructional Materials, *Safety Education, *Health Education, Industrial Training, Information Dissemination, Workshops, State Of The Art Reviews, Allied Health Occupations Education
Identifiers: Federal, Proposal

The purpose of this project is to complement the efforts of agencies and organizations already active in the occupational safety and health field to increase awareness and practical knowledge of correct safety and health procedures and practices among vocational education students prior to their job entry. The goal of the project is to infuse into the vocational educational process approximately fifty modules of quality educational materials, with support documentation suitable to educate and train personnel and to provide informational programs. Objectives are to develop safety and health vocational training materials that are compatible with requirements of the Occupational Safety and Health Administration (OSHA); disseminate information about the activities of the project to create an awareness of project objectives, acitivities, and results; and to diffuse materials developed in the project to state vocational educators and safety personnel. Cooperative relationships will be developed and maintained with public and private agencies and groups including OSHA, the National Institute for Occupational Safety and Health, the National Safety Council, and the National Safety Council Joint Safety Committee with the American Vocational Association. Representatives of these organizations will serve as an ex officio Project Advisory Committee which should ensure accurate interpretation of regulations and policies and nonduplication of products. A state-of-the-art report will be prepared on occupational safety and health instructional materials for each of the fifteen occupational clusters. Adaptable materials will be identified, and new safety and health instructional modules will be designed for the areas deficient in instructional materials. A diffusion workshop will be held for teacher trainers, state vocational personnel, and selected industry safety personnel.

CC011021 $490,158 DiCola

Identification and Dissemination of Model Programs for the Involvement of Vocational Education in Economic Development.

Project Director: Paul, Krishan
Organization: American Vocational Association, 2020 North 14th Street, Arlington, VA 22201
Telephone: (703) 522-6121
Organization Type: Professional Association
Geographic Location: Congressional District 10
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-79-0762
Project Number: 498MH90011
Funding Period: Start Date 01 Oct 79; End Date 31 Jan 82
Fiscal Year Funding: FY79; $490,158; 1 Oct 79 to 31 Jan 82
Descriptors: *Guidelines, *Economic Development, *Agency Cooperation, *Demonstration Programs, *Job Development, *Coordination, Information Dissemination, State Of The Art Reviews
Identifiers: Federal, Proposal

The purpose of the study is to promote and expand the role of vocational education in economic development. While collaborative planning among vocational educators, business-industry, and government agencies does exist, the goal of this study is to foster additional efforts in other locations. Four major components are (1) the identification and analysis of existing programs which directly link training to job creation-development; (2) the development of a set of guidelines—a type of users' guide—which indicates the elements of effective programs and how to replicate those; (3) the widespread dissemination of these guidelines to potential users—vocational educators, business-industry training coordinators, and state and community developers; and (4) the selection of new sites and the establishment, through technical assistance, of new programs. A fifth emphasis will be on the dissemination of information about the project itself to create a general nationwide awareness of project activities, objectives, and outcomes. Thirteen separate tasks, each involving a number of activities, constitute the overall plan and procedures. The most important outcome of this project will be the advancement of the coordination process among agencies in planning and operating education for work. Outcomes will include information about where these concepts are effectively implemented, recently established programs, and how additional programs in new sites could be developed. With certain products of the project, particularly the guidelines, the process of collaborative, coordinated planning will be implemented in many new locations. Specific deliverables will include: self-mailing flier, state-of-the-art report, standards for assessing innovative linkages, guidelines for stimulating cooperative linkages, workshops and materials, criteria and implementation strategies of model programs, documentation of technical assistance, and other reports.

CC011022 $595,056 Cossaro

Standards for Industrial Arts Education Programs.

Project Director: Dugger, William E. Jr
Organization: Virginia Polytechnic Institute and State University, Division of Vocational-Technical Education. 368 Smyth Hall, Blacksburg, VA 24061
Telephone: (703) 961-6480
Organization Type: College/University
Geographic Location: Congressional District 09
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0565
Project Number: 498AH80061
Funding Period: Start Date 01 Oct 78; End Date 30 Sep 81
Fiscal Year Funding: FY78; $595,056; 1 Oct 78 to 30 Sep 81
Descriptors: *Student Organizations, *Academic Standards, *Industrial Arts, *Information Dissemination, *Program Improvement, Advisory Committees, Guides, Industrial Arts Teachers, National Surveys, Workshops
Identifiers: Federal, Proposal

The objectives of this three-phase project are to develop a database on industrial arts education programs and on industrial arts student organization activities as an integral part of the industrial arts instruction program, to develop a set of standards and related handbooks for insuring quality industrial arts education programs, and to publicize and demonstrate the standards. In phase 1, project staff will form an advisory committee to assist in (1) planning and conducting a survey of principals and guidance counselors in approximately 2500 public schools and of all state supervisors of industrial arts; (2) developing a review and dissemination plan for the information generated in all phases of the project, including two project newsletters for each year of the project sent to selected teachers, teacher educators, state supervisors, and local directors; and (3) tabulating and analyzing the results of the survey. Procedures for phase 2 will include revising the preliminary survey report to prepare preliminary standards and a handbook for publication and producing the following promotional materials: a slide and tape, a thirty-minute color video tape, articles, and monographs. The project will review, revise, and validate the preliminary standards in phase 3 through workshops associated with the American Vocational Association and American Industrial Arts Association conventions and ten regional workshops. It will print 1,000 revised sets of standards and handbooks and 13,000 brochures describing the report and handbook. The major benefits of this project will be the production of a widely disseminated handbook for teacher educators, teachers, and students for implementing and operating an industrial arts student organization; a manual for teacher educators, administrators, and teachers for implementing standards for quality programs; and promotional materials.

CC011023 $359,159 Newkirk

Vocational Education Models for Linking Agencies Serving the Handicapped.

Project Director: Tindall, Lloyd

Organization: Wisconsin University, Board of Regents, 750 University Avenue, Madison, WI 53706

Telephone: (608) 263-3415

Organization Type: College/University

Geographic Location: Congressional District 02

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-79-0671

Project Number: 498MH90016

Funding Period: Start Date 01 Oct 79; End Date 30 Sep 81

Fiscal Year Funding: FY79; $359,159; 1 Oct 79 to 30 Sep 81

Descriptors: *Disabilities, *Students, *Agency Cooperation, *State Agencies, *Models, *Coordination, Federal State Relationship, Networks, Technical Assistance, Advisory Committees, Workshops

Identifiers: Federal, Proposal

Objectives of this project for handicapped students are to (1) identify and describe federal programs, their relationships, and their responsibilities to the states for serving the handicapped; (2) report on the present status of agencies, interagency linkages and agreements, and their responsibilities for serving the handicapped at the state level; (3) develop models for establishing linkages and working agreements with at least three states with different structures; (4) provide technical assistance to three states in implementing their model; and (5) develop and disseminate a resource manual and handbook to appropriate state staffs. Procedures for completing the first objective will include a review of the literature, federal legislation, and other pertinent documents; design of a flier to supply project information; and formation of an advisory committee. A plan will be developed for conducting four regional two-day workshops to collect the necessary data for completing the second objective. The three selected states will be used to develop models for establishing linkages and working agreements. An individual representing all four service delivery groups (vocational education, special education, vocational rehabilitation, and counseling and guidance) will be identified in each state who will study the linkage plans and make appropriate recommendations and act as liaison with the advisory committee. Onsite technical assistance will be provided to facilitate the development of communication links, program cooperation, and process evaluation. A resource manual and a handbook containing specific information needed to develop effective linking strategies will be developed and distributed at a national workshop.

CC011024 $446,667 Geib

Development of a Support Service System for Sex Equity Services in Vocational Education.

Project Director: Butler, Matilda

Organization: Far West Laboratory for Education Research and Development, 1855 Folsom Street, San Francisco, CA 94103

Telephone: (415) 565-3088

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 06

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-80-0553

Project Number: 498MH0006

Funding Period: Start Date 15 Jun 80; End Date 14 Feb 82

Fiscal Year Funding: FY80; $446,667; 15 Jun 80 to 14 Feb 82

Descriptors: *Sex Fairness, *Publicity, *Information Dissemination, *Teaching Guides, Teaching Methods, Demonstration Programs, Program Evaluation, Inservice Education, Workshops, Instructional Materials

Identifiers: Federal, Proposal

State sex equity coordinators will have improved access to information and materials concerning exemplary sex equity programs, methods, and techniques; and the general educational community, educational policymakers, the employing community, Comprehensive Employment and Training Act (CETA) personnel, and the general public will increase their awareness of sex equity requirements and accomplishments in vocational education. Mechanisms for mainstreaming sex equity concerns in regular vocational education programs and the broader educational structure will be improved. Based on information obtained through questionnaires sent to each state sex equity coordinator regarding examplary programs and on staff-developed evaluation criteria, one vocational education program in each state and the District of Columbia and one CETA coordination program in each of six sex equity coordinators' networks will be identified for further analysis and site visiting. Information on the evaluated programs will be compiled into a catalog for public dissemination. Information on sex-fair vocational education materials will be compiled into a report for sex equity coordinators. Proceedings of the national sex equity conference for state sex equity coordinators and vocational education directors will be disseminated. Additionally, eight occupationally oriented training manuals with information about sex equity programs and practices for specific occupational areas will be developed and reviewed at six regional workshops for training sex equity coordinators and assessing the network system. The National Center for Research in Vocational Education and the American Association of Community and Junior Colleges will assist with the project. A final report will be written.

CC011025 $346,543 Brooking

Energy Conservation Vocational Instructional Materials.

Project Director: Rassen, Rachel L.

Organization: American Institutes for Research in the Behavioral Sciences, PO Box 1113, 1791 Arastradero Road, Palo Alto, CA 94302

Telephone: (415) 493-3550

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 12

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-80-0956

Project Number: 498MH00019

Funding Period: Start Date 01 Oct 80; End Date 31 Mar 82

Fiscal Year Funding: FY79; $346,543; 1 Oct 80 to 31 Mar 82

Descriptors: *Material Development, *Energy Conservation, *Learning Modules, Instructional Materials, Curriculum Study Centers, State of the Art Reviews, Secondary Education, Postsecondary Education, Inservice Teacher Education

Identifiers: Federal, Proposal

Note: Monies allocated in FY 1979 will fund the project through March 31, 1982

Vocational education instructional materials for energy conservation concepts and skills will be developed, then disseminated and diffused to vocational educators. A state-of-the-art report about efficient energy use and conservation training materials will be prepared, and energy issues broadly applicable to worker motivation will be determined and reported. A competency-based module dealing with one issue will be developed. Twenty-three additional modules (self-contained instructional units for individual or group instruction) will be drafted for instructional areas chosen from forty selected areas, ranked and divided into seven major vocational education program areas. An instructor learning activity package (LAP) will be designed to assist vocational instructors in helping students observe and analyze energy use in a vocational instructional setting and in a work place. Additionally, two energy use and conservation activities, one each for secondary and postsecondary vocational students, will be designed and developed. All products will be critically reviewed and revised. Six workshops, one in each geographic area served by a curriculum coordination center, will be conducted to familiarize key vocational education personnel with project products and to simulate product dissemination and use. Participants will be trained to train instructors to infuse project materials into curricula. The modules, the LAP, and the activities will be disseminated to workshop participants, the six curriculum coordination centers, and the National Center for Research in Vocational Education. Two fliers, one information and one promotional, will be disseminated. Presentations will be made at at least two national conferences. A panel of experts representing vocational education and public and private sectors will assist with the project. A final report will be written.

CC011026 $28,100 Schwartz

Youth Initiatives Technical Assistance Services.

Project Director: Butler, Eric; Rosenbaum, Karen
Organization: Team Associates, Inc, 1625 Eye Street, NW, Room 510, Washington, DC 20006
Telephone: (202) 785-4986
Organization Type: Research/Development/Curriculum Organization
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-80-0835
Funding Period: Start Date 01 Oct 80; End Date 30 Mar 81
Fiscal Year Funding: FY80; $28,100; 1 Oct 80 to 30 Mar 81
Descriptors: *Technical Assistance, *Youth Programs, *Demonstration Programs, *Program Development, *Federal Legislation, Policy Formation
Identifiers: Federal, Proposal, *Comprehensive Employment and Training Act

Technical assistance and services will be produced and provided to local education agencies projected to be eligible for participation in a youth demonstration project established by the Youth Initiative Planning Team and the US Department of Labor. A guide for school and CETA practitioners and other technical assistance materials on vocational education, basic education, and CETA linkage programs will be developed and disseminated for use by local and state education agencies in program development. Reports will include recommendations on regulations, policies, practices, and procedures for effective and efficient implementation of the Youth Act of 1980.

CC011027 $55,478 Geib

Linking Education and Economic Development in Rural America.

Project Director: Gudenberg, Karl
Organization: National Institute For Work and Learning, 1211 Connecticut Avenue, NW, Suite 301, Washington, DC 20086
Telephone: (202) 466-4420
Organization Type: Research/Development/Curriculum Organization
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-80-0786
Project Number: 498MH00022
Funding Period: Start Date 01 Oct 80; End Date 30 Jun 81
Fiscal Year Funding: FY80; $55,478; 1 Oct 80 [illegible] Jun 81
Descriptors: *Rural Education, *Economic Development, *Position Papers, *Rural Economics, *Rural Development, *State of the Art Reviews, Conferences, Regional Cooperation, Policy Formation, Rural Schools
Identifiers: Federal, Proposal

Rural communities' human resource development needs will be determined, and linkages will be built between educatonal and economic institutions to respond to these needs. Culminating four regional goals conferences to promote contact and interaction among a variety of interest sectors acting for rural America, a two and one-half day national goals conference on linking education and economic development in rural America will be conducted. A state-of-the-art overview about rural linkages between educational and economic issues will be prepared and will include a review of existing resources and ongoing studies. Exemplary programs and services which effectively link manpower and economic development in rural areas will be identified. The nationwide rural coalition will help write a final report, "National Rural Goals Statement,"containing recommendations for national rural policy development in education and economic development. "Toward an American Rural Renaissance: Realizing Rural Human Resource Development during the Decade of the Eighties," a ten-chapter book also will be published to aid policy makers and administrators of rural education and development programs.

CC011028 $323,551 Brooking

Improvement of Related Instruction in Apprenticeship Programs.

Project Director: Rice, Eric
Organization: Conserva, Inc, 1735 Eye Street, NW, Suite 805, Washington, DC 20006
Telephone: (202) 223-5677
Organization Type: Research/Development/Curriculum Organization
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-80-0937
Project Number: 498MH00025
Funding Period: Start Date 01 Oct 80; End Date 30 Sep 82
Fiscal Year Funding: FY79; $323,551; 1 Oct 80 to 30 Sep 82
Descriptors: *Apprenticeship, *Learning Modules, *Competency Based Education, *Competency Based Teacher Education, *Position Papers, *Material Development, Inservice Teacher Education
Identifiers: Federal, Proposal
Note: Monies allocated in FY 1979 will fund the project through September 30, 1982. The main office of Conserva, Inc. is at 401 Oberlin Road, Raleigh, North Carolina 27605

Instructional materials will be developed for apprenticeship instructors and for apprentices. Ten competency-based teacher education modules and an implementation plan for their use will be developed for teachers or related instruction. Also, ten applied knowledge competency modules will be developed for use by apprentices in learning skills related to their crafts. A monograph describing and promoting the role of vocational education in apprenticeship training will be produced. Additionally, four regional diffusion workshops will be conducted for apprenticeship training personnel to promote nationwide use of the instructor and apprenticeship training modules. Module development will include a state-of-the-art review and identification, verification, and ranking of professional competencies needed by apprenticeship instructors and of knowledge competencies needed by most apprentices. In creating awareness and developing interest in project products, project staff will prepare a promotional flier; maintain contacts with the US Department of Labor, Bureau of Apprenticeship and Training, national joint apprenticeship committees, and national education professional associations; and make presentations at professional meetings. A dissemination brochure, news releases, and journal articles also will be produced. A panel of experts (teachers of related instruction, craft union representatives, a craft employer, extension teacher trainers, an instructional module developer, and a state apprenticeship council member) will advise, facilitate nationwide contacts, and evaluate and suggest revisions for the teacher education modules, applied knowledge modules, monographs, and implementation guide. The panel also will participate in data collection and analysis and in formative process evaluation. An external evaluation also will be conducted, and a final report will be written.

CC011029 **$259,937** **Geib**

Development of Model Methods of Administration (MOA) for the Implementation of the Office of Civil Rights Guidelines for Vocational Education.

Project Director: Engstrom, Kristina
Organization: CRC Education and Human Development, Inc, 26 Brighton Street, Belmont, MA 02178
Telephone: (617) 489-3150
Organization Type: Business/Industry/Labor
Geographic Location: Congressional District 0[illegible]
Sponsoring Agency: BBBO9463
Contract Number: OEC-300-80-0039
Project Number: 498MH90030
Funding Period: Start Date 01 Nov 79; End Date 31 Jul 80
Fiscal Year Funding: FY80; $259,937; 1 Nov 79 to 31 Jul 80
Descriptors: *Program Implementation, *Compliance Legal, *Models, *Standards, *Educational Discrimination, *Civil Rights, Program Administration, Workshops, Information Dissemination, Technical Assistance
Identifiers: Federal, Proposal

Transferable methods of administration (MOA) for implementing Office of Civil Rights guidelines will be developed to assist state vocational education agencies in adopting compliance programs to prevent, identify, and remedy discrimination on the basis of race, sex, national origin, or handicap. Standards for MOA content will be developed, tested in model states, and revised for use by all states. Four states (New York, Georgia, Illinois, and Oregon) and one outlying area (Guam) will be assisted in developing model MOAs. The models and MOA developmental process information will be disseminated in five regional workshops. A technical advisory group and technical assistance consultants will participate in research and preliminary development of materials and in the design of the project's major tasks.

CC011030 **$237,367** **Sniegoski**

Conversion of Armed Services Environmental Health Specialist Instructional Materials for Use in Vocational Education.

Project Director: May, Frederic C.
Organization: Consumer Dynamics, Inc, One Central Plaza, 11300 Rockville Pike, Rockville, MD 20852
Telephone: (301) 881-5870
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 08
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-80-0088
Project Number: 498MH00007
Funding Period: Start Date 01 Jan 80; End Date 30 Jun 81
Fiscal Year Funding: FY80; $237,367; 1 Jan 80 to 30 Jun 81
Descriptors: *Allied Health Occupations Education, *Competency Based Education, *Learning Modules, *Curriculum Development, Postsecondary Education, Secondary Education, State Of The Art Reviews, Teacher Workshops, Military Training
Identifiers: Federal Proposal

Fifty performance-based, criterion-referenced, environmental health occupations modules will be developed by converting readily available performance-oriented military training materials for use in public schools, community colleges, and state supported technical training centers. Special education will be researched and incorporated into the modules. Public vocational education curricula, including audiovisual and alternative instructional aids, will be reviewed for accuracy and compliance with competency-based vocational education requirements and to determine subjects lacking materials and the status of environmental health occupations technology. Five hundred project information fliers including anticipated project activities, deliverables, and outcomes will be distributed to vocational teacher educators, state vocational education staff, the six curriculum coordination centers, the US Department of Education project officer, and professional organizations. Prior to printing, secondary and postsecondary subject area specialists will review each draft module. Project staff will disseminate information about module use to vocational education professional organizations environmental health and government agencies responsible for training programs, and agencies responsible for setting health standards. One and one-half day workshops will be held in four locations nationwide to familiarize state vocational educators with the modules. A technical report will be prepared presenting a detailed description of how the materials were converted, an evaluation of the conversion process, and transferable concepts to guide the conversion of other armed forces materials to public vocational education material.

CC011031 **$102,233** **Geib**

Design of a National Cost-benefit Study of Vocational Education at the Secondary, Postsecondary and Adult Levels.

Project Director: Simison, Diane
Organization: Rehab Group, Inc, 5827 Columbia Pike, Falls Church, VA 22041
Telephone: (703) 820-4350
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 10
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-80-0747
Project Number: 498MH00013
Funding Period: Start Date 15 Sep 80; End Date 14 Sep 81
Fiscal Year Funding: FY80; $102,233; 15 Sep 80 to 14 Sep 81
Descriptors: *Feasibility Studies, *Cost Effectiveness, Program Development, Federal Programs, Program Effectiveness, National Surveys, Advisory Committees
Identifiers: Federal, Proposal

Federal program planners will be provided with information about the advisability of undertaking a comprehensive, national cost-benefit study of vocational education. Based on evaluations of previous educational cost-benefit studies, a design will be developed for studying the major program areas within vocational education and other education and training programs. The design and measurement procedures will be field tested at nine sites. The technical strengths and weaknesses of conducting a national study of vocational education program utility and efficiency will be then determined and described. An advisory panel of specialists in benefit and cost analysis and vocational education will monitor and review project progress and materials.

CC011032 **$130,133** **Newkirk**

Vocational Educational Personnel Development Needs for Working with the Handicapped.

Project Director: Kienast, Kay
Organization: Educational Innovators, Inc, PO Box 2736, Richardson, TX 75080
Telephone: (214) 232-7571
Organization Type: Business/Industry/Labor
Geographic Location: Congressional District 04
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-80-0865
Project Number: 498MH00009
Funding Period: Start Date 01 Oct 80; End Date 30 Sep 81
Fiscal Year Funding: FY80; $130,133; 1 Oct 80 to 30 Sep 81
Descriptors: *Faculty Development, *Vocational Education Teachers, *Special Education, *Disabilities, *Information Dissemination, *Needs Assessment, Teacher Educators, National Surveys, Inservice Teacher Education
Identifiers: Federal, Proposal

A national needs assessment survey will be conducted to establish a data base that will identify training needs of vocational educators serving handicapped students. Survey results will be disseminated. A US Department of Education survey form identifying competencies and knowledge needed will be sent to approximately 1,500 secondary and postsecondary vocational teachers and approximately 254 vocational teacher educators composing a stratified random sample selected from names submitted by each state vocational education personnel development coordinator. Project products will include an information flier about the project, a report of survey findings, and a brochure describing survey results and the contents of the survey report. Other dissemination techniques will include presentations at professional association meetings and project announcements in association publications, newsletters, and journals. Two nine-member panels of experts—one of vocational educators, the other of educators of the handicapped—will assist with the project. Internal and external evaluation will be conducted of project design, installation, process, and products; a final report will be written.

National Center for Research in Vocational Education

CC012001 $15,124,912 Lovell

The National Center for Research in Vocational Education.

Project Director: Taylor, Robert E.

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 16 Jan 78; End Date 31 Jan 83

Fiscal Year Funding: FY78; $4,516,415; 16 Jan 78 to 15 Jan 79. FY79; $5,064,497; 1 Feb 79 to 31 Jan 80. FY80; $5,544,000; 1 Feb 80 to 31 Jan 81

Descriptors: *Clearinghouses, *Educational Needs, *Educational Planning, *Evaluation, *Information Dissemination, *Leadership Training, *Research and Development Centers, *Research Utilization, *Technical Assistance, Advisory Committees, Information Needs, Vocational Followup

Identifiers: Federal, Proposal

Note: Total project dollars do not reflect projected monies for continuing years

The scope of work of the contract for the National Center for Research in Vocational Education encompasses the following functions: (1) applied research and development to include four independent studies (comprehensive planning, special needs subpopulations, sex fairness, and evaluation), and three designated studies (Directory of Women Administrators in Vocational Education, Extending the Benefits of Vocational Education to Indian Populations, and Development of Performance-Based Teacher Education Practices); (2) leadership development to include an Advanced Study Center and a National Academy for Vocational Educators; (3) dissemination and utilization to include a national dissemination and utilization system for R&D information and products, special packages for selected occupational areas, study of the impact of R&D products, leadership activities for state and regional dissemination agencies, and knowledge transformation papers; (4) information for national planning and policy development to facilitate priority setting for vocational education needs, applied R&D, curriculum development, conversion of military curricula for civilian use, teaching areas needing additional personnel, and investigation of a major policy issue and its policy implications; (5) clearinghouse to provide access to an exchange with other information systems, military curricula for civilian education, an annotated bibliography and annual reports of funded projects; and (6) evaluation to include services to state and local education agencies, developing a framework for a longitudinal study of correlation between vocational education programs and high employment placement rates. Through its several functions, the National Center will strengthen and further capacitate state and local program improvement efforts.

CC012002 $1,354,176 Lovell

Advanced Study Center.

Project Director: Reinhart, Bruce

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 16 Jan 78; End Date 31 Jan 83

Fiscal Year Funding: FY78; $474,536; 16 Jan 78 to 15 Jan 79. FY79; $488,329; 1 Feb 79 to 31 Jan 80. FY80; $391,311; 1 Feb 80 to 31 Jan 81

Descriptors: *Fellowships, *Professional Continuing Education, *Professional Development, Competitive Selection, Independent Study, Program Effectiveness, Program Evaluation, Recruitment

Identifiers: Federal, Proposal, Advanced Study Centers

Note: Total project dollars do not reflect projected monies for continuing years. This task is performed as part of the contract for the National Center for Research in Vocational Education

The Advanced Study Center provides a national fellowship program for ten or more international, national, state, and local leaders and scholars in vocational technical education and related disciplines to study contemporary problems, issues, and trends; develop their leadership potential; and contribute to vocational education. National fellows spend up to one year in residence at the National Center. Selection criteria include present and past leadership and the commitment of the candidate's organization or agency to utilize the added competence of the fellow. During the third year, emphasis will be on personnel recruitment and articulation with professionals at the National Center, Ohio State University, and others in the field. Recruitment of international leaders and scholars on a cost-reimbursement basis, begun in the second year, will be expanded. In addition, consideration of themes in recruiting fellows will be explored in year 3 with resident fellows, the national faculty, the national advisory committee, and the executive committee of the National Center. Continuing activities will include expanding publicity, monitoring and expediting the completion and dissemination of fellows' work, and evaluating and revising activities. An annual review of the Advanced Study Center will be made.

CC012003 $93,892 Lovell

Alternative Futures.

Project Director: Ruff, Richard

Organization: The Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $93,892; 1 Feb 80 to 31 Jan 81

Descriptors: *Computer Oriented Programs, *Delivery Systems, *Models, *Policy, *Futures Of Society

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

A preliminary computer model of a vocational education delivery system will be developed which relates input, process, and output variables to permit estimates of the probable effects of alternative policy decisions. Data will be assembled and the impact of alternative policy decisions and events tested through the model. Interrelationships among Delphi events, external trends, and policy issues will be analyzed; events, issues, and trends likely to occur together will be clustered. Alternative scenarios developed from simulation results, trend projections, Delphi conclusions, and policy priorities will be described in a report. Two reports will be prepared: 'Trends, Events, and Issues Likely to Influence Vocational Education in the 1980s' and 'Possible Futures for Vocational Education'.

CC012004 **$190,490** **Lovell**

Capacity Building.

Project Director: Bice, Juanita

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $190,490; 1 Feb 80 to 31 Jan 81

Descriptors: *Agency Cooperation, *Delivery Systems, *Information Networks, *Conferences, Research Coordinating Units, Research Directors, Technical Assistance, Periodicals, Information Dissemination, Information Utilization, Conference Proceedings, Evaluation Methods

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Dissemination network activities will be coordinated by maintaining liaison with research coordinating units (RCUs), curriculum coordination centers, state liaison representatives, state directors, and personnel development coordinators through regular communications and participation in network related meetings and conferences. The third annual vocational education dissemination and utilization conference will be conducted and proceedings reported. Leadership will be provided to RCUs in their joint multiyear program of studies to resolve substantive issues, problems, and questions. In addition, informal needs-sensing mechanisms will be designed and implemented for secondary and postsecondary program improvement. A descriptive summary of the RCU study program planning and implementation and an annual summary of program improvement information will be published as 'Longitudinal Joint R&D Efforts of RCUs'. Training and technical assistance in using selected resources will be arranged, coordinated, and conducted. A periodical issued four times annually will be developed, produced, and disseminated for network participants.

CC012005 **$286,492** **Lovell**

Comprehensive Planning.

Project Director: Starr, Harold

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $286,492; 1 Feb 80 to 31 Jan 81

Descriptors: *Systems Analysis, *Educational Planning, *Educational Policy, *Field Studies, *Policy Formation, Decision Making, Federal Legislation, State Legislation, Local Legislation, Secondary Education, Postsecondary Education, State Departments of Education

Identifiers: Federal, Proposal, Comprehensive Employment and Training Act

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

The status of vocational education planning technology and the conditions that affect its application and improvements will be determined from data collected during field visits in six states. A shadow technique will be used. Planning, planning processes, and decision-making information used by the state division, secondary and postsecondary schools, Comprehensive Employment and Training Act (CETA) facilities, and other agencies will be examined. The use of quantitative and judgmental data in planning, the formality of the planning and decision processes, and the extent to which planning addresses national priority thrusts will receive specific focus. Attendant planning implications for federal, state, and local legislative and educational policies will be formulated. Additionally, a research and development agenda will be formulated using the modified jury technique as a basis for decisions for the comprehensive planning program for years 4 and 5. Products will be 'Improving the Technology of Vocational Education Planning' and 'Conditions Affecting Vocational Education Planning—Implications for Policy'.

CC012006 **$112,706** **Lovell**

Evaluation Handbooks.

Project Director: Franchak, Steve

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $112,706; 1 Feb 80 to 31 Jan 81

Descriptors: *Guides, *Informal Assessment, *Vocational Followup, *Graduate Surveys, *Job Satisfaction, *Employer Attitudes, Evaluation Methods, Opinion Papers

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Three handbooks will be produced to help state and local vocational education personnel assess the job and vocational training satisfaction of former vocational education students, assess employer satisfaction with training, and provide guidelines and practices for evaluation information use. A synthesis of past and current assessment practices will be conducted. Concept papers will be prepared which address issues or problems related to job satisfaction, training satisfaction of employers and former students, and use of evaluation information. Outlines and initial and revised drafts will be prepared for the handbooks entitled 'Evaluation Handbook: Guidelines and Practices for Measuring Former Vocational Students' Satisfaction with Their Training and Job Satisfaction,''Evaluation Handbook: Guidelines and Practices for Measuring Employer Satisfaction with Former Vocational Education Students' Training,'and 'Evaluation Handbook: Guidelines and Practices for Utilization of Evaluation Information'.

CC012007 **$340,883** **Lovell**

Factors Affecting Job Placement and Selected Outcomes.

Project Director: McKinney, Floyd

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $340,883; 1 Feb 80 to 31 Jan 81

Descriptors: *Job Placement, *Influences, *Case Studies, Community Influences, Surveys, Questionnaires

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Information will be provided concerning placement of former secondary and postsecondary students in training-related jobs. Positive and negative factors will be identified and detailed descriptions provided of influencing educational and community processes; additional hypotheses will be generated. A series of survey questionnaires will be mailed to vocational education officials, personnel, and students and to employers and other groups to obtain job placement strategy data for analysis. A series of case studies will be conducted in selected local postsecondary institutions across four states. A final report entitled 'Factors Enhancing Job Placement of Former Secondary Vocational Education Students' will be produced, followed by an interim report, 'Factors Enhancing Job Placement of Former Postsecondary Vocational Education Students'.

CC012008 $103,970 Lovell

Factors Affecting Vocational Education State Leadership.

Project Director: Ruff, Richard

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $103,970; 1 Feb 80 to 31 Jan 81

Descriptors: *Influences, *Leadership, *Leadership Qualities, *State Agencies, *State Officials, Surveys, Demography, Economic Factors, Political Influences, Organizational Climate

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Organizational, demographic, political, and economic factors that influence state agency level leadership will be assessed. Necessary leadership competencies will be identified and described. Onsite discussions will be conducted with state leaders; state directors and postsecondary leaders will be surveyed by phone to augment information and collect personal demographic data. A report entitled 'Factors Affecting State Leadership for Vocational Education' will be prepared.

CC012009 $121,364 Lovell

Follow-through and Supportive Services.

Project Director: Campbell, Robert

Organization: Ohio State Universtiy, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $121,364; 1 Feb 80 to 31 Jan 81

Descriptors: *Ancillary School Services, *Models, *Preservice Teacher Education, *Inservice Teacher Education, *Delivery Systems, *Informal Assessment. Secondary Education, Postsecondary Education, Disadvantaged, Nontraditional Students, Vocational Education Teachers, Program Evaluation, Competency Based Teacher Education

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Follow-through and supportive services currently provided by secondary and postsecondary vocational education programs for disadvantaged and nontraditional groups will be assessed, factors which hinder or enhance the provision of those services will be determined, and a model will be developed. The report produced, 'Follow-through and Supportive Services: State-of-the-Art Report,' will include a compilation of competencies for preservice and in-service training of vocational education practitioners in implementing the services and policy recommendations for improving service delivery.

CC012010 $95,141 Lovell

Improving Vocational Education in Black Colleges and Universities.

Project Director: Johnson, Marion

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $95,141; 1 Feb 80 to 31 Jan 81

Descriptors: *Black Colleges, *Needs Assessment, *Program Development, Universities, Higher Education, Program Improvement, Teacher Workshops

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Program improvement needs for black colleges and universities and materials and services for meeting those needs will be identified. A multiyear vocational education program development plan will be drafted. National and regional workshops will be conducted to provide professional development on identified topics and to review the draft plan. Onsite visitations will be made to selected black colleges and universities to provide technical assistance and gather information. A final report, 'Improving Vocational Education in Black Colleges and Universities: Program Development,' will be written delineating the plan.

CC012011 $305,909 Lovell

Increasing Responsiveness through Equity.

Project Director: Vorndran, Barbara

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $305,909; 1 Feb 80 to 31 Jan 81

Descriptors: *Equal Education, *Access To Education, *Position Papers, *Educational Legislation, Justice, Information Dissemination, Vocational Education Teachers

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Vocational educators will be provided with a general perspective on equity issues and concerns. A series of papers on equity precepts, compiled in 'Perspectives on Policy and Action for Equity in Vocational Education,' will be commissioned from several disciplines to determine implications for equity in vocational education. Information will be collected from the literature, current legislation, and persons involved in legislation and equity to identify pertinent legislation, which will be presented in an equity legislation matrix. Vocational educators, equity personnel, legislative experts, representatives of various roles and disciplines, and National Center staff will analyze and react to the commissioned papers, preparing a national equity statement for future research, development, legislation, and policy. The programmatic foundation for years 4 and 5 will be developed.

CC012012 $156,105 Lovell

Knowledge Products.

Project Director: Russell, Earl

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $156,105; 1 Feb 80 to 31 Jan 81

Descriptors: *Competency Based Teacher Education, *Inservice Teacher Education, *Information Utilization, *Research Utilization, State of the Art Reviews, Information Dissemination, Educational Researchers, Vocational Education Teachers, Vocational Directors, Secondary Education, Postsecondary Education, Guides

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Knowledge products in six areas will be developed or revised for dissemination nationwide to secondary and postsecondary level vocational education researchers, developers, and practitioners. Panels or individual scholars will be commissioned to jointly plan or write diversified knowledge papers, such as state-of-the-art reports and monographs. Program improvement products (six briefs and one handbook) will be developed based on year 1 or year 2 knowledge products, and modifications will be prescribed to render other selected products disseminable. A postsecondary performance-based training module will be developed and formal and informal dissemination events planned to assist vocational educators in effective knowledge product use.

CC012013 $509,495 Lovell

Labor Market Effects of Vocational Education—Part 1.

Project Director: Lewis, Morgan

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $509,495; 1 Feb 80 to 31 Jan 81

Descriptors: *Educational Assessment, *Outcomes of Education, *Occupational Informaton, *Job Skills, *Vocational Followup, Pilot Projects, Field Studies, Secondary Education, Comparative Analysis, Measurement Techniques

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

All processes by which occupational skills are acquired will be identified, and the relative efficacy of formal, institutionalized methods of occupational education will be assessed. Data from high school transcripts will be collected and coded under subcontract with National Opinion Research Corporation for analyzing the National Longitudinal Survey of Labor Market Experience of Youth. A pilot study of training and work histories of a representative sample of adults will be undertaken to complement the youth study. Measures of vocational education will be developed for a youth sample and compared with alternative measures. The effects of vocational education at the secondary level will then be analyzed, and "The Effects of Participating in Vocational Education: A Summary of Studies Reported Since 1968" will be prepared. Results from the youth study will be described in "Vocational Education and Labor Market Experience of Young Workers".

CC012014 $842,180 Lovell

National Academy for Vocational Education.

Project Director: Newton, Mark

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 16 Jan 78; End Date 31 Jan 83

Fiscal Year Funding: FY78; $268,034; 16 Jan 78 to 15 Jan 79. FY79; $272,672; 1 Feb 79 to 31 Jan 80. FY80; $301,474; 1 Feb 80 to 31 Jan 81

Descriptors: *Inservice Education, *Institutes Training Programs, *Leadership Training, *Professional Development, Cost Effectiveness, Educational Planning, Program Evaluation

Identifiers: Federal, Proposal

Note: Total project dollars do not reflect projected monies for continuing years. This task is performed as part of the contract for the National Center for Research in Vocational Education

The National Academy strives to qualify more fully and motivate key persons responsible for developing and improving vocational education nationally and to provide an opportunity for leaders to satisfy leadership development needs. The academy will continue to promote and offer an in-residence program for individuals with specific or unique personnel development concerns. Conferences, seminars, workshops, and clinics also will be promoted and offered. The conferences will address sex equity, subpopulations, planning and evaluation, and other topics focusing on all institutional levels and age groups. In addition, the National Academy will determine personnel development priorities as perceived by a national sample of respondents representing various levels of vocational services and offerings and will continue a cost analysis study aimed at improving the overall efficiency and effectiveness of the academy. In this study, facilitators and inhibitors of operating on a cost-recovery basis will be identified. A follow-up will be performed of a random sample of participants from selected 1979 American Vocational Association (AVA) presessions; follow-up programs will be offered in six months. Reports will be written about the 1979 AVA presessions and on the in-residence programs. The third year National Academy report will include the in-residence program, institute program, cost-recovery feasibility study update, and evaluation of academy process and impact.

CC012015 $406,228 Lovell

National Center Clearinghouse.

Project Director: Budke, Wesley

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $406,228; 1 Feb 80 to 31 Jan 81

Descriptors: *Information Dissemination, *Information Systems, *Information Processing, *Data Bases, *Instructional Materials, *Research Projects, *State Federal Aid, Information Retrieval, Data Analysis, Curriculum Research, Military Training, Annual Reports

Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

To spread and exchange vocational and technical education research and development (R&D) information among educators in local schools, state departments of education, colleges and universities, and the US Department of Education, the National Center Clearinghouse will acquire and process information about federally and state-administered vocational education R&D projects for input into a computerized data base. The content of the FY 1978, FY 1979, and FY 1980 project and product data base will be analyzed. Data base information will be available to potential users through "Resources in Vocational Education" and annual reports. In addition, military curriculum materials will be provided to vocational education resource centers and instructional materials laboratories. The clearinghouse will maintain contact with federal agencies administering vocational education R&D projects and with state research coordinating units to acquire project descriptions and products. Several products will be delivered: "Resources in Vocational Education," Volume 13, Numbers 1 through 6 and an annual index and Volume 14, Number 1; "Current Projects in Vocational Education—FY 1979. State-Administered Projects"; "Analysis of FY 1978 and FY 1979 Vocational Education R&D Database"; "Projects in Progress—FY 1979. A Report for the Coordinating Committee on Research in Vocational Education"; "Vocational Education Personnel: A Directory—1980"; "Quarterly Analysis of FY 1980 Vocational Education R&D Database. ; and "List of Candidate Projects to be Considered by the Joint Dissemination Review Panel".

CC012016 $199,260 Lovell

National Center Evaluation.

Project Director: Adams, Kay
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81
Fiscal Year Funding: FY80; $199,260; 1 Feb 80 to 31 Jan 81
Descriptors: *Program Evaluation, *Program Effectiveness, *Organizational Effectiveness, *Administration, *Use Studies, Quality Control, Formative Evaluation
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Information will be provided for National Center management assessment, quality assurance, information system, and impact. Foci will be on improving management operations within the National Center and between the National Center and sponsor, improving products and project activities, documenting the nature of National Center activities and constituency involvement, and assessing the National Center's effect on problems of national significance. An in-depth study will be conducted of articulation and use of data bases and paper flow within the National Center, and a log will be maintained of critical management events between the Center and its sponsor. To assure quality, staff will manage federal instrument clearance and conduct quality review, manage the product review exchange, and review the use of selected products. Impact studies will be completed of four products from year 2 and two new products. Letters of recommendation and criticism from the field will be compiled and synthesized, publication reaction cards analyzed and interpreted, and reports prepared for the mid-contract review. Three state education agencies will be chosen for evaluation study and three local schools for a special needs study. Product studies will be conducted in three businesses or industries and in three parent organizations. "Summary Report on National Center Evaluation: Year II" and "The Impact of the National Center on Improving Evaluation in Vocational Education" will be produced.

CC012017 $89,862 Lovell

National R&D Product Evaluation.

Project Director: Hull, William
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81
Fiscal Year Funding: FY80; $89,862; 1 Feb 80 to 31 Jan 81
Descriptors: *Questionnaires, *Evaluation Methods, *Use Studies, *Summative Evaluation, Program Effectiveness, Research Reports, Research Tools
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Survey questionnaires and techniques for assessing the effects of product use on students and programs will be reproduced to enable vocational educators to document the usefulness of research and development products. The number, use, and impact of research, demonstration, and curriculum products distributed to selected target audiences will be determined. Distribution and use surveys will be conducted through mailed questionnaires; onsite impact data will be collected using naturalistic inquiry techniques. Three reports will be written: "Case Studies of Research and Development Product Impact, " "Nationwide Distribution of R&D Products in Vocational Education,"and "Research and Development Product Utilization in Vocational Education".

CC012018 $94,663 Lovell

Native Americans.

Project Director: Minugh, Carol
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0032
Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81
Fiscal Year Funding: FY80; $94,663; 1 Feb 80 to 31 Jan 81
Descriptors: *American Indians, *Educational Planning, *Institutional Cooperation, *Guides, *Federal Legislation, *American Indian Education, *Educational Policy, Information Networks, Public Agencies, Abstracts
Identifiers: Federal, Proposal
Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Information concerning federal legislation affecting vocational education for Indian populations will be communicated to Indians and state vocational education agencies. The reference guide produced, "An Analytical Legislative and Policy Document," will include abstracts of selected legislation and policies and their application to state and local planners of Indian vocational education programs. The established communication network for disseminating Indian vocational education information to state departments of education and Indian educators and leaders will be continued and expanded. In addition, continuous liaison will be conducted with the Office of Vocational and Adult Education, Bureau of Indian Affairs, and other national offices; Pennsylvania State University; four Office of Vocational and Adult Education American Indian Set-side Programs to be selected; Coalition of Indian Controlled School Boards, the American Indian Higher Education Consortium, and National Indian Education Association.

CC012019 $307,104 Lovell

Performance-Based Teacher Education (PBTE) Modules for Nondiscriminatory Instruction.

Project Director: Hamilton, James

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $307,104; 1 Feb 80 to 31 Jan 81

Descriptors: *Learning Modules, *Nondiscriminatory Education, *Competency Based Teacher Education, *Preservice Teacher Education, Instructional Improvement, Minority Groups, Teaching Methods, Vocational Education Teachers

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Fifteen to twenty prototypic, nondiscriminatory instructional modules will be developed, field tested, and made available to ensure that vocational programs are equally accessible, accomodating, and fair to students enrolled in programs nontraditional for their sex, to physically or mentally impaired students, to members of minority groups, or to members of emerging groups such as the aged and ex-offenders. The modules will be designed to develop competencies delineated in year 2 of the National Center for Research in Vocational Education's designated studies. Competency-based instruction (CBI) competencies identified through previous National Center research will be verified. The 100 existing performance-based teacher education (PBTE) modules will be revised incrementally, according to specifications to be developed, to incorporate competencies for nondisriminatory instruction and for CBI at the awareness or skill level. A sample of six revised modules will be pilot tested at six sites selected from those with a preservice or in-service PBTE program using the National Center's PBTE module series. Publication and marketing agreements for the new and revised modules will be formalized. An interim report will be prepared containing further specifications for refining the existing PBTE module series to incorporate CBI competencies and specifications for ten to twelve new modules to train teachers in the verified CBI competencies. Project plans will be refined with a technical panel.

CC012020 $84,650 Lovell

Postsecondary Vocational Education.

Project Director: Warmbrod, Cathy

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $84,650; 1 Feb 80 to 31 Jan 81

Descriptors: *Needs Assessment, *Guides, *Workshops, *Postsecondary Education, Resource Materials, Demonstration Programs, Program Improvement

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

A workshop will be conducted to identify ten priority needs of postsecondary vocational education; a handbook will be developed of information and materials addressing one or two selected needs. On the basis of a literature review, resource materials for exemplary programs or materials impacting upon the selected problem will be chosen for the handbook, which will also include identification of additional necessary research. A handbook review workshop will be conducted. The completed Postsecondary Program Improvement Handbook will be submitted to the sponsor, ERIC, and the National Center cost-recovery publications office.

CC012021 $84,930 Lovell

Priorities for Applied R&D and Instructional Development.

Project Director: Lewis, Morgan

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $84,930; 1 Feb 80 to 31 Jan 81

Descriptors: *Research Needs, *Occupational Information, *Employment Projections, * Curriculum Development, Instructional Development, Employment Qualifications, Job Skills

Identifiers: Federal, Proposal, *Emerging Occupations

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Federal planners and policy makers will be provided with information on anticipated research and development (R&D) needs as well as on national curriculum development needs for new occupations and for established occupations with extensively changing job skills. Background papers and reports from three R&D agenda-setting conferences and the proceedings from a conference on alternative futures for vocational education will be analyzed to identify and categorize needed research and development. Suggested research questions and strategies will be prepared for topics judged highest in priority. 'An R&D Agenda to Respond to Future Needs in Vocational Education' will be written. Occupational information including job duties, training requirements, employment outlook, advancement, and settings will be collected for identified new and changing occupations; and existing curriculum will be identified through ERIC, 'Resources in Vocational Education,' National Network for Curriculum Coordination in Vocational-Technical Education, curriculum centers, state plans, and military formal schools catalogs. Instructional development needs determined for the identified occupations will be reported in 'Implications of New and Changing Occupations for Instructional Development'.

CC012022 $264,419 Lovell

Product Management.

Project Director: Peterson, Marla

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $264,419; 1 Feb 80 to 31 Jan 81

Descriptors: *Instructional Materials, *Occupational Information, *Delivery Systems, *Information Dissemination, Vocational Education Teachers, Secondary Education, Postsecondary Education, Information Services, Program Improvement, Workshops

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National

Center for Research in Vocational Education

Secondary and postsecondary vocational educators will become aware of the most appropriate products and information for program improvement through promotion strategies devised to increase the number of channels used to distribute National Center products and services. Information about National Center products and services, technical assistance for their installation, and exemplary occupational information instructional materials packages will be made available at product workshops in Los Angeles, Dallas, Atlanta, Chicago, Philadelphia, and New York City; state department workshops will occur in Iowa, Indiana, Wisconsin, Florida, North Carolina, South Carolina, and Virginia. Seven pre-American Vocational Association product workshops will be held in New Orleans. Project staff will produce three copies each of seven occupational area special packages, a program information office log report, three copies of fifteen brochures, and two issues of a tabloid.

CC012023 **$152,250** **Lovell**

Resource Coordination System.

Project Director: Singer, Norman

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $152,250; 1 Feb 80 to 31 Jan 81

Descriptors: *Information Dissemination, *Information Services, *Instructional Materials, *Newsletters, *Educational Resources, Program Improvement

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Nationally disseminable vocational education program improvement products will be identified and information compiled about promising products for inclusion in quarterly news memoranda. Information about available instructional materials will be compiled for consideration by product management staff. Lists will be produced regularly of nationally available vocational education resources addressing priority themes and foci and compiled into "Selected Dissemination and Utilization Products". Potential selected products will be observed in use in classroom settings; three samples of each identified product will be made available. Concurrently, communications with product developers or proprietors will be established and maintained.

CC012024 **$177,602** **Lovell**

Sex Fairness in Vocational Education.

Project Director: Vetter, Louise

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $177,602; 1 Feb 80 to 31 Jan 81

Descriptors: *Enrollment, *Sex Fairness, *Coordinators, *Equal Education, *Nondiscriminatory Education, *Learning Modules, Audiovisual Aids, Material Development, Faculty, Literature Reviews, Pilot Projects

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Five training packages will be developed or synthesized for use by state sex equity coordinators with other state and local vocational education personnel. The packages, designed to facilitate the accomplishment of federal mandates regarding sex equity with the focus on increasing nontraditional enrollments, will be tested at three to five test sites and revised for field use in year 4. Supporting audiovisual materials will be drafted. Informal network relationships will be maintained with sex equity coordinators to enable them to share information on strategies for increasing nontraditional enrollments and other needs and priorities. National research and policy implications for sex equity will be extracted from a synthesis of information on past and current sex equity efforts and reviewed with state sex equity coordinators.

CC012025 **$99,664** **Lovell**

Statistical Resources for Policy Research.

Project Director: Darcy, Robert

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $99,664; 1 Feb 80 to 31 Jan 81

Descriptors: *Educational Research, *Information Sources, *Information Systems, *Position Papers, *Information Needs, Data Bases, Information Utilization

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

A system of information resources, primarily statistical and survey data culled from data collections sponsored by other organizations or agencies, will be created to serve as a resource base for conducting timely and responsive policy research. A compendium of data files of the National Center's data archive policy studies in vocational education will be prepared. A standard documentation system for the data files will be designed, as well as management procedures for their use.

CC012026 **$22,124** **Lovell**

Survey of Women Administrators.

Project Director: Ross, Novella

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $22,124; 1 Feb 80 to 31 Jan 81

Descriptors: *Administrators, *Directories, *Females, Biographies, Data Collection

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

The "Survey of Women Administrators in Vocational Education" produced in this study will provide approximately 1,600 biographical entries consisting of names, places of employment, educational backgrounds, and areas of work experience and expertise. A geographical listing indexed by name and institutional affiliation also will be provided. With the document, decision makers will be able to identify women with administrative expertise in vocational education as prospective candidates for vacancies, as resource personnel, and as consultants in policy- and decision-making functions. One internal and two external reviewers will be employed; revisions will be made based on recommendations from the product review exchange. A second contract will be negotiated with a subcontractor to complete the camera-ready copy of the document, which will be available to interested persons on a cost-recovery basis.

CC012027 **$124,197** Lovell

Urban-Rural Policy Study.

Project Director: Mertens, Donna

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0032

Funding Period: Start Date 01 Feb 80; End Date 31 Jan 81

Fiscal Year Funding: FY80; $124,197; 1 Feb 80 to 31 Jan 81

Descriptors: *Position Papers, *Legislation, *Predictor Variables, Education, Training, Demography, Resources, Dropouts, Budgeting, Teacher Education, Salary Wage Differentials, Unemployment, Poverty, Minority Groups, Job Training, Exceptional Persons, Disabilities

Identifiers: Federal, Proposal

Note: This task is performed as part of the contract for the National Center for Research in Vocational Education

Two reports, one for urban and one for rural areas, will present demographic, resource, and education and training variables that exist in specified geographic areas. A position statement on legislative provisions will also be included. Information will be provided concerning the extent and uniqueness of problems including school dropouts, accessibility, funding allocations, teacher training, earning differentials for women, minority unemployment, poverty cycles, outdated and irrelevant programs, job-specific training, training for handicapped persons, lack of supporting institutions, outward migration, and lack of work experience opportunities. Indicators for selecting geographic areas and the scope of the legislative review will be identified through a literature review. A sample of each type of community that exhibits high risk will be selected on the basis of demographic variables listed for each urban and rural area. Legislation which impacts on rural and urban areas will be identified and its implications described with recommendations for improving policy.

Curriculum Coordination Centers

CC013001 **$94,182** Smith

Western Curriculum Coordination Center.

Project Director: Zane, Larry

Organization: University of Hawaii at Manoa, 2444 Dole Street, Honolulu, HI 96822

Telephone: (808) 948-7834

Organization Type: College/University

Geographic Location: Congressional District 01

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-80-0214

Project Number: 498MH00003

Funding Period: Start Date 01 Mar 80; End Date 31 Dec 80

Fiscal Year Funding: FY80; $94,182; 1 Mar 80 to 31 Dec 80

Descriptors: *Educational Cooperation, *Coordination, *Cooperative Planning, *Regional Cooperation, *Education Service Centers, Curriculum Development, Needs Assessment, Professional Training, Information Dissemination, Information Networks, Consortia

Identifiers: Federal, Proposal

Note: This program was previously funded under grant OEG-00-77-00004

A curriculum coordination center will be maintained within the National Network for Curriculum Coordination in Vocational Technical Education (NNCCVTE) to serve the consortium states and territories in the western region (American Samoa, Arizona, California, Guam, Hawaii, Nevada, the Northern Marianas, and the Trust Territory of the Pacific Islands). The center will house and disseminate vocational education curriculum materials in the western region, other regional centers, and the US Department of Education. Consortium states will be assisted in establishing curriculum priorities, sharing information, and planning for cooperative arrangements in the development of curriculum materials in order to reduce duplication of effort. By participating in the activities of NNCCVTE, center staff will share information and plans through a reporting system, quarterly newsletter, regional meetings, conferences, and workshops.

CC013002 **$267,728** Anderson

East Central Network-Illinois Vocational Curriculum Center.

Project Director: Douglass, Rebecca S.

Organization: Illinois State Board of Education, 100 North First Street, Springfield, IL 62777

Telephone: (217) 782-0759

Organization Type: State Education Agency

Geographic Location: Congressional District 20

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Contract Number: OEC-300-78-0024

Project Number: 498AH0001

Funding Period: Start Date 01 Jan 78; End Date 31 Dec 80

Fiscal Year Funding: FY78; $81,710; 1 Jan 78 to 31 Dec 78. FY79; $89,018; 1 Jan 79 to 31 Dec 79. FY80; $97,000; 1 Jan 80 to 31 Dec 80

Descriptors: *Curriculum Development, *Curriculum Evaluation, *Education Service Centers, *Resource Centers, Library Circulation, Professional Development

Identifiers: Federal, Proposal

The East Central Curriculum Coordination Center provides leadership to and coordinates curriculum planning, development, and dissemination in Delaware, District of Columbia, Illinois, Indiana, Maryland, Michigan, Minnesota, Ohio, Pennsylvania, Virginia, West Virginia, and Wisconsin. Objectives are to (1) provide information resources to be used toward the improvement of state capabilities and services; (2) promote efficient use of resources and facilitate coordination in the design, development, and dissemination of curriculum within the East Central Region; (3) provide a system for evaluation and utilization of curriculum products and information to be used by national, state, and local decision makers; (4) provide professional development activities to train or upgrade personnel in the areas of curriculum development, dissemination and diffusion, curriculum management, and utilization of research findings; (5) assist in the elimination of sex bias and sex-role stereotyping in vocational programs and curriculum materials; and (6) serve as a center for promoting cooperation and coordination with other organizations and agencies involved with vocational research, curriculum design, development, and dissemination. The center will operate a loan library of curriculum resource materials for the twelve states in the region, disseminate curriculum materials received from the other centers, collect and report information to the US Department of Education regarding the impact of the center on the states in the region, evaluate center services, participate in the activities of the National Network for Curriculum Coordination in Vocational Technical Education (NNCCVTE), and provide a system for input to aid in the use of information from the National Center for Research in Vocational Education.

CC013003 **$56,798** Anderson

Southeast Curriculum Coordination Center.

Project Director: Shill, James

Organization: Mississippi State University, Research and Curriculum Unit, PO Drawer G, Mississippi State, MS 39762

Telephone: (601) 325-2510
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 02
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-80-0213
Project Number: 498MH00003
Funding Period: Start Date 01 Mar 80; End Date 31 Dec 80
Fiscal Year Funding: FY80; $56,798; 1 Mar 80 to 31 Dec 80
Descriptors: *Educational Cooperation, *Coordination, *Cooperative Planning, *Curriculum Development, *Regional Cooperation, *Education Service Centers, Needs Assessment, Professional Training, Information Dissemination, Systems Development
Identifiers: Federal, Proposal
Note: This program was previously funded under grant OEG-00-77-00005

The Southeast Curriculum Coordination Center will provide leadership for coordination of activities in planning, developing, and diffusing vocational curriculum for new and changing occupations and for coordination in improving and disseminating existing curriculum materials in member states (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee). The center will expand interactional activities among these states and will articulate their curriculum needs and problems at the national level through the National Network for Curriculum Coordination in Vocational Technical Education. Procedures will include (1) assessing curriculum development needs and current activities in the region; (2) assessing priority areas for future curriculum development; (3) assessing current curriculum formats, validation strategies, and field testing strategies in the region; (4) implementing a regional curriculum coordination council; (5) establishing a curriculum review panel; and (6) conducting training activities for curriculum development personnel. The project will impact on national, state, and local levels by improving curriculum services and capabilities, reducing duplication of effort, stimulating cooperative relationships at state and local levels, establishing and maintaining a system for determining curriculum needs, and providing avenues for sharing information and materials.

CC013004 $174,642 Anderson
Midwest Curriculum Coordination Center.
Project Director: Patton, Bob
Organization: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center. 1515 West Sixth Avenue, Stillwater, OK 74074
Telephone: (405) 377-2000
Organization Type: State Education Agency
Geographic Location: Congressional District 06
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-78-0025
Project Number: 498AH80002
Funding Period: Start Date 01 Jan 78; End Date 31 Dec 80
Fiscal Year Funding: FY78; $54,959; 1 Jan 78 to 31 Dec 78. FY79; $58,779; 1 Jan 79 to 31 Dec 79. FY80; $60,904; 1 Jan 80 to 31 Dec 80
Descriptors: *Curriculum Development, *Education Service Centers, Instructional Improvement, Systems Approach
Identifiers: Federal, Proposal

The purposes of the Midwest Curriculum Coordination Center are to improve curriculum capability and services at the state levels of each state within the region, minimize duplication of curriculum development activities, and improve curriculum management resources available to both state and national decision makers. The objectives of the center are to coordinate curriculum activities of the Midwest Curriculum Network, which serves Arkansas, Iowa, Kansas, Louisiana, Missouri, Nebraska, New Mexico, Oklahoma, and Texas; provide curriculum information and materials to each participating state, other federally funded centers, regions 6 and 7, and the US Department of Education; provide the means for each state in the region to apply the systems approach in the development and use of curriculum materials; and develop standards for curriculum development in order to increase transportability of curriculum materials and avoid duplication of efforts. Procedures will include (1) collecting abstracts of curriculum products under development within the region, (2) compiling and disseminating a profile of curriculum projects under development and the identified needs within states, (3) collecting impact information about coordination efforts, (4) providing consultant services to states for diffusion and development training, (5) promoting continual cooperation with business, industry, and other agencies, and (6) assessing formats, validation strategies, and field-testing methodology.

CC013005 $148,412 Anderson
Northeast Curriculum Coordination Center.
Project Director: Kelly, Joseph
Organization: New Jersey Bureau of Occupational and Career Research Development, Division of Vocational Education. 225 West State Street, Trenton, NJ 08625
Telephone: (609) 984-5958
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 04
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-79-0102
Project Number: 498AH90008
Funding Period: Start Date 01 Mar 79; End Date 31 Dec 80
Fiscal Year Funding: FY79; $67,294; 1 Mar 79 to 31 Dec 79. FY80; $81,118; 1 Jan 80 to 31 Dec 80
Descriptors: *Curriculum Development, *Information Dissemination, *Regional Cooperation, *Regional Planning, *Resource Centers, *Education Service Centers, Educational Planning, Information Networks, Information Processing
Identifiers: Federal, Proposal

The Northeast Curriculum Coordination Center services Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, Vermont, Puerto Rico, and the Virgin Islands. Its three primary goals are to provide curriculum information services, coordinate regional curriculum development activity, and evaluate project effectiveness. Specific objectives are to (1) maintain curriculum information capabilities through computer searches, curriculum literature bibliographic control, professional literature collection, and promoting current awareness of developments in vocational curriculum management; (2) maintain document availability capabilities, including maintaining and expanding a microfiche collection and providing ERIC michofiche duplication services; (3) respond to requests for information and documents; (4) coordinate and plan regional activities, and study the feasibility of establishing a regional curriculum development consortium; (5) compile information on state priorities and plans, and foster adaptation-adoption in priority areas; (6) support state curriculum development projects and provide training in vocational curriculum development; (7) provide interstate publication and sales service; and (8) contract for third party evaluation and self-evaluation information services and coordination activities.

CC013006 $223,276 Anderson
Northwestern Curriculum Coordination Center.
Project Director: Daniels, William
Organization: Washington State Commission for Vocational Education, Building 17, Airdustrial Park, Olympia, WA 98504
Telephone: (206) 753-0879
Organization Type: State Education Agency
Geographic Location: Congressional District 03
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Contract Number: OEC-300-79-0104
Project Number: 498AH90007
Funding Period: Start Date 01 Mar 79; End Date 31 Dec 80
Fiscal Year Funding: FY79; $98,425; 1 Mar 79 to 31 Dec 79. FY80; $124,851; 1 Jan 80 to 31 Dec 80
Descriptors: *Curriculum Development, *Information Dissemina-

tion, *Regional Cooperation, *Regional Planning, *Resource Centers, *Education Service Centers, Information Networks
Identifiers: Federal, Proposal

The purpose of the center is to provide leadership for coordination of activities in the planning, development, and diffusion of curricula for new and changing occupations and for coordination of improvements in and dissemination of existing curriculum materials in Alaska, Colorado, Idaho, Montana, North Dakota, Oregon, South Dakota, Utah, Wyoming and Washington. Specific objectives are to (1) conduct a minimum of three interstate regional meetings annually; (2) plan for cooperation in the development, field testing, and implementation of vocational instructional materials and strategies; (3) develop and maintain intrastate liaison activities; (4) encourage coordinated intra- and interstate relationships in curriculum development and dissemination; (5) give special attention to national priorities in vocational education; (6) provide curriculum and curriculum related consultation services; (7) establish a system through which state directors of vocational education have direct input and opportunity to benefit from regional consortium activities; (8) continue to participate as a memeber of the Natonal Network for Curriculum Coordination in Vocational-Technical Education; (9) provide the US Department of Education current information concerning the impact of center activities and state-of-the-art in vocational education and instructional materials in liaison states, as well as recommendations for providing projects of national significance; and (10) edit, print, and distribute a regional quarterly newsletter.

Personnel Development Program

CC014001 $4,897,338 Perazzoli
Vocational Education Graduate Leadership Development Programs.
Organization Type: College/University
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Funding Period: Start Date 01 Aug 78; End Date 31 Aug 81
Fiscal Year Funding: FY78; $1,750,000; 1 Aug 78 to 31 Aug 79. FY79; $1,647,338; 1 Sep 79 to 31 Aug 80. FY80; $1,500,000; 1 Sep 80 to 31 Aug 81
Descriptors: *Graduate Study, *Leadership Training, *Vocational Education Teachers. Professional Education
Identifiers: Federal, Proposal

Leadership development awards are granted to experienced vocational educators who enroll full time for a period not to exceed three years for graduate study in a vocational education leadership development program approved by the U S Department of Education. Individuals chosen for awards meet the following requirements: (1) have not less than two years of experience in vocational education, or in business or industrial training, or military technical training, or in the case of researchers, experience in social science research which is applicable to vocational education; (2) hold a baccalaureate degree; (3) are employed or have assurance of employment in vocational education; (4) are recommended for the leadership program by their employer or others; (5) are eligible for admission to an approved graduate program; and (6) plan to enroll for full-time graduate study. Each awardee receives an annual stipend. Eighteen institutions were approved to receive leadership development program grants. The institutions are listed alphabetically by state in the appendix. Also provided are the address, supervising teacher educator(s), grant and application numbers, [illegible]gressional district number, and number of awardees at ea[illegible]ution. Institutions are also listed in the organization i[illegible] the corresponding state and Congressional district are shown [illegible]e georaphic location index.

Program for Indian Tribes and Indian Organizations

CC015001 $546,118 Thiel
Bering Straits Eskimo Vocational Outreach Project.
Project Director: Phillips, John
Organization: Kawerak, Inc. Vocational Training Division, Box 505, Nome, AK 99762
Telephone: (907) 443-2201
Organization Type: American Indian Tribe
Geographic Location: Congressional District 01
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: OEG-OO-78-C0085
Project Number: 588BH0003
Funding Period: Start Date 01 Aug 78; End Date 31 Jul 81
Fiscal Year Funding: FY78; $295,968; 1 Aug 78 to 31 Jul 79. FY79; $147,267; 1 Aug 79 to 31 Jul 80. FY80; $102,883; 1 Aug 80 to 31 Jul 81
Descriptors: *Alaska Natives, *Drafting, *English Instruction, *Mathematics Instruction, *Metal Working, *Trade and Industrial Education, Adult Vocational Education, Human Dignity, Individual Needs, Skill Development, Auto Mechanics
Identifiers: Federal, Proposal

Through the combined efforts of Northwest Community College and Kawerak, Inc. a nonprofit affiliate of the Bering Straits Native Corporation, this project will develop and implement an onsite vocational training program for fifteen remote villages and the city of Nome in the Bering Straits region of Alaska. Specific objectives include the following: increasing and improving employment opportunities for natives, especially alienated youth and adult learners; assisting natives in assessing their abilities, vocational needs, and interests; and offering courses which will improve the natives' chances for acceptance into union apprentice training programs and which will allow them to acquire specialized technical training "outside" in order to be competitive in the labor market. Procedures include (1) conducting literature searches; (2) setting up programs in vocational mathematics, English, and drafting, as well as technical programs in construction, small engine service, diesel generator service, and metal trades (other potential areas of instruction will be based upon demand and need); (3) introducing the program and identifying potential students; and (4) training program personnel in the use of competency-based teaching materials. Besides immediate local benefits, the project will improve the health, safety, and general welfare of all people in the village communities and their development of self-concept and sense of self-determination.

CC015002 $346,336 Miller
Vocational Rehabilitation Service Provider's Training Project.
Project Director: Gorman, Nelson
Organization: Chiniligi Alchini Idahoolaa, Inc, PO Box 1026, Chinle, AZ 86503
Telephone: (602) 674-3451
Organization Type: American Indian Tribe
Geographic Location: Congressional District 04
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: OEG-00-78-C0081
Project Number: 588BH00028
Funding Period: Start Date 01 Aug 78; End Date 31 Jul 81
Fiscal Year Funding: FY78; $105,036; 1 Aug 78 to 31 Jul 79. FY79; $112,740; 1 Aug 79 to 31 Jul 80. FY80; $128,560; 1 Aug 80 to 31 Jul 81
Descriptors: *American Indians, *Custodian Training, *Developmental Disabilities, * *Handicrafts, *Home Economics Education, *Rehabilitation Programs, Farm Occupations, Paraprofessional Personnel, Special Education, Teacher Education, Woodworking
Identifiers: Federal, Proposal, Navajo (Nation)

This project will provide comprehensive vocational rehabilitation services to developmentally disabled clients in the Navajo Indian reservation. Specific objectives are to provide vocational rehabilitation evaluations to a disabled population estimated at 10,000, using the Navajo language wherever feasible; and to provide vocational rehabilitation services to clients in the following areas of training: farming, home economics, janitorial skills, laundry, woodworking, leathercrafts, ceramics, Navajo jewelry, and Navajo rugweaving. Procedures include establishing a two-year training program for paraprofessionals from neighboring areas so that they can work with physical therapists or occupational therapists in programs for the mentally retarded; and establishing courses for teachers, assistants, and vocational rehabilitation instructors in the following areas: Navajo literacy, Special Education Foundations (the understanding of mental retardation, neurological disorder, and emotional disturbance), child and Navajo child development, social issues proper to the Navajo family and society, the legal and human rights of citizens, testing and evaluation, and Navajo culture. This project specifically wishes to increase the earning potential and societal usefulness of the developmentally disabled Navajo population.

CC015003 $704,419 Miller

Choctaw Vocational Program.

Project Director: York, Kennith

Organization: Mississippi Band of Choctaw Indians, Tribal Department of Education, 471 Evergreen Street, Philadelphia, MS 39350

Telephone: (601) 656-5813

Organization Type: American Indian Tribe

Geographic Location: Congressional District 03

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Grant Number: OEG-00-78-C0097

Project Number: 588BH00001

Funding Period: Start Date 01 Sep 78; End Date 31 Aug 81

Fiscal Year Funding: FY78; $228,953; 1 Sep 78 to 31 Aug 79. FY79; $225,566; 1 Sep 79 to 31 Aug 80. FY80; $249,900; 1 Sep 80 to 31 Aug 81

Descriptors: *Agricultural Occupations, *American Indians, *Electrical Occupations. *Managerial Occupations, *Trade and Industrial Education, Adult Vocational Education, Bilingual Education, Career Education, Consumer Education, Competency Based Education, Individual Development

Identifiers: Federal, Proposal, Choctaw (Tribe)

This bilingual bicultural project seeks to train adult members of the Mississippi band of Choctaw Indians in management skills, wood trades, metal trades, agriculture-horticulture, and electricity-electronics. Support services will also be provided which include basic language instruction, personal development courses, and consumer and career education. The entire project will be operated as a private, nonprofit organization, whose goal would be eventual self-sufficiency. Trades training will be related to the products to be marketed, while small business training will be related to the management of those enterprises developed within the trades programs. Procedures will include identifying trainees; designing and implementing competency-based instructional modules, utilizing systems development principles for each of the programs; and correlating the efforts of support services, management instructors, and trades courses. It is expected that the project will (1) relieve the chronic unemployment at the Choctaw reservation; (2) promote economic development by training small businessmen; (3) increase the responsiveness of the executive branch of tribal government to the values and needs of the Choctaw people; and, in subsequent years, (4) identify additional vocational areas for training.

CC015004 $512,151 Thiel

Crow Tribe Vocational Training Program.

Project Director: Three Irons, Airs; Windyboy Janine

Organization: Crow Central Education Commission, Box 370, Crow Agency, MT 59022

Telephone: (406) 638-2228

Organization Type: American Indian Tribe

Geographic Location: Congressional District 02

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Grant Number: OEG-00-78-C0167

Project Number: 588BH00014

Funding Period: Start Date 01 Oct 78; End Date 30 Sep 81

Fiscal Year Funding: FY78; $195,458; 1 Oct 78 to 30 Sep 79. FY79; $152,725; 1 Oct 79 to 30 Sep 80. FY80; $163,968; 1 Oct 80 to 30 Sep 81

Descriptors: *American Indians, *Business Education, *Office Occupations Education. *Printing, *Agricultural Education, *Allied Health Occupations Education, Experiential Learning

Identifiers: Federal, Proposal, Crow (Tribe)

This program will provide a forty-eight week vocational instructional training program to eighty-four Crow tribal members in the five areas of vocational-business, clerical typist, vocational-agriculture, community health technician, and off-set printing. Procedures will consist of providing locally-based courses, with Crow-speaking teachers in as many fields as possible, and designing both internal and external evaluation systems. Teaching methods will include lectures, small group task training, field trips, and on-the-job placement. Expected benefits are (1) provision of a secure learning environment because of the Crow-speaking teachers and onsite course offerings; (2) certification of program trainees in all five areas; (3) anticipated employment of more than ninety percent of the technical program graduates; and (4) an increased economic base for the Crow nation.

CC015005 $695,086 Thiel

Fort Belknap Vocational Education Project.

Project Director: Swan, Robert J.

Organization: Fort Belknap Community Council, Department of Education, Harlem, MT 59526

Telephone: (406) 353-2205

Organization Type: American Indian Tribe

Geographic Location: Congressional District 02

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Grant Number: OEG-00-78-C0103

Project Number: 588BH00011

Funding Period: Start Date 15 Sep 78; End Date 14 Sep 81

Fiscal Year Funding: FY78; $165,571; 15 Sep 78 to 14 Sep 79. FY79; $253,562; 15 Sep 79 to 14 Sep 80. FY80; $275,953; 15 Sep 80 to 14 Sep 81

Descriptors: *Adult Education, *American Indians, *Inservice Teacher Education, *Job Placement, *Leadership Training, *Career Counseling, Administrator Education, Curriculum Development, Evaluation Methods, Student Behavior

Identifiers: Federal, Proposal

This project will design, implement, and evaluate a three-year comprehensive vocational education program for the Fort Belknap Reservation which will provide career counseling and job placement services for adults and youths; inservice training for the reservation-wide education committee, project staff, and tribal staff; and classes in community leadership and adult and vocational education. Procedures will include training project staff through inservice instruction (courses in vocational opportunities for Indians, curriculum development of vocational education materials, the psychology of the Indian student, human potential training, board training, proposal writing and grantsmanship, and evaluation models and techniques) and field study and workshops at the reservation-education conference in Montana. The evaluation procedure will be the Stufflebeam CIPP (content, inputs, process, product) method. The project will disseminate its findings through pamphlets and news releases. This project will provide to over 1,500 eligible youth and adults educational services which are currently not being provided by the public schools.

CC015006 $356,827 Thiel

Fort Peck Community College Vocational Education Program.

Project Director: Dumont, Robert

Organization: Fort Peck Community College, PO Box 575, Poplar, MT 59255

Telephone: (406) 768-5106

Organization Type: American Indian Tribe

Geographic Location: Congressional District 02

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Grant Number: OEG-00-78-00105

Project Number: 588BH00007

Funding Period: Start Date 01 Oct 78; End Date 30 Sep 81

Fiscal Year Funding: FY78; $139,140; 1 Oct 78 to 30 Sep 79. FY79;

$126,535; 1 Oct 79 to 30 Sep 80. FY80; $91,152; 1 Oct 80 to 30 Sep 81

Descriptors: *American Indians, *Auto Mechanics, *Business Education, *Program Development, *Trade and Industrial Education, *Allied Health Occupations Education, Community Colleges, Employment Opportunities, Government School Relationship, Program Evaluation, School Community Relationship

Identifiers: Federal, Proposal, Assiniboine (Tribe), Sioux (Tribe)

This project will develop, implement, and evaluate postsecondary vocational education programs in health, science, carpentry, plumbing, business, and auto mechanics and supportive services for 160 people at Fort Peck Reservation. It will establish a vocational education component in the Fort Peck Reservation. It will also establish a vocational education component in the Fort Peck Community College to assure continuity of the vocational programs; develop existing or new job opportunities locally for graduates of the program; and strengthen or establish new working relationships with federal, state, and local educational agencies. Preliminary procedures will include recruiting and screening staff members, determining the needs of staff and then providing inservice training, and determining the needs of the reservation. Evaluation will be conducted on a continuous basis both internally and externally (by evaluators from Miles Community College and Indian Development Education Alliances, Inc.). By reducing the high unemployment and school drop out rates and raising the level of academic achievement among the Assiniboine and Sioux Indians, this project will increase the employability of these tribes and will directly benefit the economic base of the reservation.

CC015007 $447,297 Thiel

Northern Cheyenne Business-Management Occupation Training Program.

Project Director: Redneck, Delma

Organization: Dull Knife Memorial College, PO Box 206, Lame Deer, MT 59043

Telephone: (406) 477-6219

Organization Type: American Indian Tribe

Geographic Location: Congressional District 02

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Grant Number: OEG-00-78-C0107

Project Number: 588BH00015

Funding Period: Start Date 01 Oct 78; End Date 30 Sep 81

Fiscal Year Funding: FY78; $147,357; 1 Oct 78 to 30 Sep 79. FY79; $148,182; 1 Oct 79 to 30 Sep 80. FY80; $151,758; 1 Oct 80 to 30 Sep 81

Descriptors: *American Indians, *Business Education, *Two Year Colleges

Identifiers: Federal, Proposal, Cheyenne (Tribe)

This project will establish a two-year postsecondary training program on the reservation for the Northern Cheyenne Indians in business control and management which will allow transfer to a four-year business degree program or entry into the job market. Procedures include (1) identifying and placing twenty-five new trainees for the business occupations-management training program; (2) hiring two instructors to teach bookkeeping-accounting, business communications, and records keeping and management skills; (3) hiring four consultants, a banker, and three businessmen, who will provide ten days of business training; and (4) utilizing job descriptions and work requirements to set up course schedules and the types of presentations to be given by consultants. Expected benefits of this project are the provision of a pool of trained reservation people to fill positions in other tribal organizations, reduction of reservation unemployment, and an increase in the educational level of the reservation population.

CC015008 $546,738 Thiel

Salish Kootenai Vocational Education Training Education Program.

Project Director: Currie, John

Organization: Confederated Salish and Kootenai Tribes, Tribal Department, Box 278, Pablo, MT 59855

Telephone: (406) 676-4650

Organization Type: American Indian Tribe

Geographic Location: Congressional District 01

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Grant Number: OEG-00-78-COO83

Project Number: 588BH00020

Funding Period: Start Date 01 Aug 78; End Date 31 Jul 81

Fiscal Year Funding: FY78; $182,477; 1 Aug 78 to 31 Jul 79. FY79; $173,563; 1 Aug 79 to 31 Jul 80. FY80; $190,698; 1 Aug 80 to 31 Jul 81

Descriptors: *American Indians, *Auto Mechanics, *Business Education, *Child Care Occupations, *Career Counseling, *Welding, Finance Occupations, Office Occupations Education

Identifiers: Flathead (Tribe), Salish (Tribe), Federal, Proposal

This three-year program seeks to establish Salish-Kootenai training programs in corporate and business management, finance, secretarial and office administration, automotive repair, carpentry, welding, and day care, along with providing comprehensive tribal vocational counseling. During each year of the three-year program, the project staff hopes to graduate a total of 100 students from the combined programs. Procedures will include (1) planning and implementing each of the vocational course offerings for delivery in Dixon, Pablo, Ronan, and Polson in tribally owned facilities; (2) identifying prospective trainees; and (3) establishing college credit for the program trainees through Flathead Valley Community College. While lessening the number of unemployed tribal members, the program will increase the management and finance skills of sixty tribal members, thus increasing their effectiveness in administering tribal programs. Eventually it will increase tribal corporate and business enterprises, promoting a greater sense of self-worth among the Salish and Kootenai.

CC015009 $1,850,294 Thiel

Project Discover—Design for Indian Students through Cooperative Opportunities in Vocational Education and Research.

Project Director: Minhas, Jasjit

Organization: United Tribes Educational Technical Center, Education Department, 3315 South Airport Road, Bismarck, ND 58501

Telephone: (701) 255-3285

Organization Type: American Indian Tribe

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Grant Number: OEG-00-78-C0088

Project Number: 588BH00005

Funding Period: Start Date 01 Sep 78; End Date 31 Aug 81

Fiscal Year Funding: FY78; $451,688; 1 Sep 78 to 31 Aug 79. FY79; $672,705; 1 Sep 79 to 31 Aug 80. FY80; $725,901; 1 Sep 80 to 31 Aug 81

Descriptors: *American Indians, *Community Colleges, *Curriculum Development, *Needs Assessment, *Teacher Certification, Educational Needs, Financial Needs

Identifiers: Federal, Proposal

A three-year joint effort of the United Tribes Educational and Technical Center (UTETC), Fort Berthold Community College (FBCC), Turtle Mountain Community College (TMCC), and Little Hoop Community College (LHCC), the project will, in its first year, (1) assess the educational and financial needs of its thirty-four member reservations, (2) develop and standardize curricula for the American Indian and a certificate for vocational teachers, (3) research those areas for which training is needed on the reservations, and (4) begin to examine the possibilities for long-term reservation economic growth. At the same time DISCOVER will establish the following vocational programs: at UTETC, photo-journalism, diesel engines, heating, ventilating and air conditioning programs; at FBCC, farm and ranch management and electronics; at LHCC, business and farm management. TMCC will also expand its program in business management. The project will establish standards for the certification of teachers, which will increase the effectiveness of the vocational education programs and the ease of gaining accreditation from state and federal agencies. It will also lessen unemployment by providing needed training and education.

CC015010 $273,951 Dodrill

Canoncito Career Vocational Program.

Project Director: Pfeiller, Cam
Organization: Canoncito Community School Board of Education, Inc, PO Box 7566, Albuquerque, NM 87194
Telephone: (505) 831-6993
Organization Type: American Indian Tribe
Geographic Location: Congressional District 02
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: OEG-00-78-C0219
Project Number: 588BH00002
Funding Period: Start Date 01 Oct 78; End Date 30 Sep 81
Fiscal Year Funding: FY78; $83,051; 1 Oct 78 to 30 Sep 79. FY79; $90,506; 1 Oct 79 to 30 Sep 80. FY80; $100,394; 1 Oct 80 to 30 Sep 81
Descriptors: *American Indians, *Occupational Clusters, *School Business Relationship, *Work Experience Programs, Career Exploration, Career Choice, Secondary Education
Identifiers: Federal, Proposal, Navajo (Nation)

This project will provide Canoncito Navajo youth currently enrolled in grades 9-12 at West Mesa High School with some experience in making career choices, using the experience-exposure approach in cooperation with the Albuquerque business community. Students will be paired with workers in sixteen different occupational clusters so they can discover their interests, abilities, and needs and can then begin to determine their career options and the kind of postsecondary training they will need to realize those options. Procedures involve screening applicants and their parents for the program, counseling students to determine vocational preferences, finding the right career options among the Albuquerque positions available, and home visits by the businessmen who will serve as "models" over the two months of exposure-experience. There will be biweekly evaluations by the students and a final evaluation at the end of two months. The program will seek to raise the educational level of the community, insure the employability of a greater number of Canoncito youth, and serve as a "door opener" to many Albuquerque businesses which otherwise might be unaware of the Canoncito people and their specific needs for occupational training opportunities.

CC015011 $544,777 Dodrill

Ramah Navajo Vocational Training Project.

Project Director: Vicenti, Dan
Organization: Ramah Navajo School Board, New Mexico, Office of Federal Projects, Drawer B, Pine Hill, NM 87321
Telephone: (505) 783-5091
Organization Type: American Indian Tribe
Geographic Location: Congressional District 02
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: OEG-00-78-C0220
Project Number: 588BH00013
Funding Period: Start Date 01 Oct 78; End Date 31 Sep 81
Fiscal Year Funding: FY78; $177,682; 1 OCT 78 to 30 SEP 79. FY79; $195,305; 1 Oct 79 to 30 Sep 80. FY80; $171,790; 1 Oct 80 to 30 Sep 81
Descriptors: *American Indians, *Building Trades, *English Second Language, *Office Occupations Education, *Trade and Industrial Education, Adult Vocational Education, Program Development, Agricultural Education
Identifiers: Federal, Proposal, Navajo (Nation)

This project will design, implement, and evaluate a three-year vocational education program for 500 unemployed and underemployed members of the Ramah Navajo reservation, focusing on office occupations, basic and advanced construction trade skills, vocational agriculture, and English-as-a-Second Language. The project will be carried out by the Navajo Ramah school board, which doubles as the major employer of program graduates. Procedures will include providing hands-on training in typewriting, shorthand, telephone use, business writing, carpentry, masonry, blueprint reading, mathematics, plumbing, electricity, sheep dipping, combiotics, birthing, crop cultivation, and solar greenhouses, all in combination with English language training. Curriculum developed by the Mid-America Vocational Curriculum Consortium will by used in both the office trades and constructions skills programs. By providing career awareness, vocational training, and facility in the use of English, the project will create job opportunities for persons wishing to remain on the reservation and will impart skills so that those who wish to leave the reservation will be able to do so.

CC015012 $445,494 Dodrill

Vocational Education for Trainable Mentally and Physically Handicapped (TMH) Children.

Project Director: Demshar, Barbara
Organization: A School For Me, Inc, PO Box 273, Tohatchi, NM 87325
Telephone: (505) 733-2200
Organization Type: American Indian Tribe
Geographic Location: Congressional District 02
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: OEG-00-78-C0082
Project Number: 588BH00031
Funding Period: Start Date 01 Aug 78; End Date 30 Sep 81
Fiscal Year Funding: FY78; $152,609; 1 Aug 78 to 31 Jul 79. FY79; $123,498; 1 Aug 79 to 31 Jul 80. FY80; $169,387; 1 Aug 80 to 30 Sep 81
Descriptors: *American Indians, *Custodian Training, *Farm Management, *Home Economics Education, *Woodworking, *Moderate Mental Retardation. Apprenticeships, Individualized Programs
Identifiers: Federal, Proposal, Navajo (Nation)

This three-year project, using the already existing vocational education program A School For Me, Inc. (ASMI), will design and implement a vocational education program for trainable mentally-physically handicapped (TMH) Navajo children concentrating on the world of work, farm management, custodial skills, woodworking, and housekeeping and culinary skills. Specific objectives include (1) formulating a philosophy of Navajo TMH vocational training during the first year of the project; (2) designing a TMH vocational education model which covers the areas of work attitudes, habits, application, vocational identification in a TMH context, and specific skill development; (3) providing a program of direct vocational education to fifty TMH students over a period of three years; (4) replicating the TMH model for other TMH programs; and (5) graduating five students per year. Procedures will include recruiting and hiring staff, providing staff with forty hours of academic and prevocational training, examining the existing ASMI curriculum for areas relevant to TMH training, selecting Navajo TMMH students, implementing individualized education plans for each student, and placing graduating students in a sheltered workshop as apprentices. This project will provide the first Indian TMH vocational education model, will close the gap between academic training and sheltered workshop employment, and will show that vast numbers of Indian handicapped can escape "warehousing" and find semi-independent existences.

CC015013 $568,908 Thiel

Cheyenne-Arapaho Vocational Education and Program Improvement Project.

Project Director: Berlin, William
Organization: Cheyenne-Arapaho Tribes of Oklahoma, Department of Education, PO Box 38, Concho, OK 73022
Telephone: (405) 262-6332
Organization Type: American Indian Tribe
Geographic Location: Congressional District 06
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: OEG-00-78-00084
Project Number: 588BH00004
Funding Period: Start Date 01 Aug 78; End Date 31 Jul 81
Fiscal Year Funding: FY78; $244,830; 1 Aug 78 to 31 Jul 79. FY79; $150,647; 1 Aug 79 to 31 Jul 80. FY80; $173,431; 1 Aug 80 to 31 Jul 81
Descriptors: *American Indians, *Building Trades, *Business

Education, *Office Occupations Education, *Program Development, Counseling, Mobile Classrooms, Teacher Education, Trade and Industrial Education

Identifiers: Federal, Proposal, Arapaho (Tribe), Cheyenne (Tribe)

This project will establish vocational education programs in the building trades, office occupations, and accounting-computing skills for those Native Americans living in the former Cheyenne-Arapaho reservation area in western Oklahoma, including those handicapped, unemployed, or underemployed. General program procedures include (1) choosing qualified people from industry and providing them with inservice training as teachers; (2) using the performance-based curricula designed for each occupational category by the State Department of Vocational and Technical Education; and (3) hiring a full-time counselor to handle personal and occupational adjustment problems, career decision problems, and placement. Specific procedures for the building trades include on-the-job trainee evaluations; paying trainees the minimum federal wage; and, as a final project, letting the trainees build a house. For both the office occupations and the accounting-computer skills courses, mobile learning vans will be used, each equipped with fifteen learning stations. This program will provide sixty trainees with entry level skills, establish new liaisons with the business community both on and off the reservation, and raise the economic development of an exceedingly disadvantaged area.

CC015014 $449,372 Thiel

Kickapoo Vocational-Technical Education Program.

Project Director: Wapepah, James

Organization: Kickapoo Tribe of Oklahoma, PO Box 58, Melond, OK 74851

Telephone: (405) 964-2071

Organization Type: American Indian Tribe

Geographic Location: Congressional District 04

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Grant Number: OEG-00-78-C0111

Project Number: 588BH00016

Funding Period: Start Date 01 Oct 78; End Date 30 Sep 81

Fiscal Year Funding: FY78; $140,107; 1 Oct 78 to 30 Sep 79. FY79; $147,751; 1 Oct 79 to 30 Sep 80. FY80; $161,514; 1 Oct 80 to 30 Sep 81

Descriptors: *Adult Basic Education, *Adult Vocational Education, *American Indians, *Job Placement, *Program Development, English Second Language, Language Skills

Identifiers: Federal, Proposal, Kickapoo (Tribe)

This project seeks to establish a language skills program at Gordon Cooper Area Vocational School for disadvantaged Kickapoo Indians who speak little or no English; select fifteen such Kickapoos for the program; supply them with 1,386 hours of vocational education in basic language skills, basic mathematics skills, and machine shop training; and assist them in finding work as machine operators. Procedures will include (1) conducting literature reviews of programs in language skills for native Americans; (2) testing and evaluating forty-six adult reading assignments using as topics facets of Kickapoo cultural life; (3) recruiting, screening, and testing potential trainees; (4) giving all applicants the General Aptitude Test Battery; (5) registering graduate trainees with the job developer of the Central Tribes' CETA Program; (6) setting appointments for trainees and accompanying them to interviews with the job developer; (7) assisting trainees in developing their resumes and filling out job applications; and (8) working with trainees, the job developer, and program personnel until each trainee is placed in a job. While developing a model project which can be replicated in other areas, this project will improve both the economic positions of the trainees and their families and the relations between the Indian and non-Indian communities.

CC015015 $136,825 Thiel

Native American Vocational Assessment Project.

Project Director: Wheeler, James D.

Organization: Central Tribes of the Shawnee Area, Inc, Employment and Training Department. 624 North Broadway, Shawnee, OK 74801

Telephone: (405) 275-4870

Organization Type: American Indian Tribe

Geographic Location: Congressional District 04

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Grant Number: OEG-00-78-C0104

Project Number: 588BH00027

Funding Period: Start Date 01 Oct 78; End Date 30 Sep 81

Fiscal Year Funding: FY78; $45,015; 1 Oct 78 to 30 Sep 79. FY79; $42,140; 1 Oct 79 to 30 Sep 80. FY80; $49,670; 1 Oct 80 to 30 Sep 81

Descriptors: *American Indians, *Counseling, *Program Improvement, Career Education, Evaluation Methods, Job Placement, Orientation, Testing, Professional Development

Identifiers: Federal, Proposal, Potawotami (Tribe), Shawnee (Tribe)

This program seeks to improve the effectiveness of vocational education to Native Americans by evaluating the testing, orientation, and guidance counseling procedures in three large training programs, those offered by the Central Tribes of the Shawnee Area, by the Oklahoma Potawotami, and by the Bureau of Indian Affairs. Specifically, the program hopes to (1) improve the current success rate from forty-four percent to sixty-six percent for those Indians participating in vocational training programs; (2) improve the training-related placement of Indians from sixty-two to seventy-two percent; (3) collect data leading to a determination of the most effective testing, guidance, and counseling procedures used in Native American vocational education; and (4) train the professional staff of the Central Tribes of the Shawnee Area and of other tribes so they can establish and maintain their own vocational and placement services. Procedures include the development and administering of testing, orientation, and guidance procedures for 250 Indians per year, the training of fifteen workers in Indian vocational education, and the collection of testing and follow-up data on all Indians enrolled in the Shawnee vocational program. This program is designed to engender testing orientation and counseling procedures that will directly benefit every Native American enrolled in a vocational training program.

CC015016 $518,280 Thiel

Vocational Education for the Oglala Sioux.

Project Director: Running Shield, Erville

Organization: Oglala Sioux Community College, Academic Division, Box 439, Pine Ridge, ND 57770

Telephone: (605) 867-5847

Organization Type: American Indian Tribe

Geographic Location: Congressional District 02

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Grant Number: OEG-00-78-C0086

Project Number: 588BH00029

Funding Period: Start Date 01 Aug 78; End Date 31 Jul 81

Fiscal Year Funding: FY78; $170,844; 1 Aug 78 to 31 Jul 79. FY79; $189,972; 1 Aug 79 to 31 Jul 80. FY80; $157,464; 1 Aug 80 to 31 Jul 81

Descriptors: *Adult Basic Education, *Adult Vocational Education, *American Indians, *Program Development, Agricultural Education, Building Trades, Business Education, Counseling, Job Placement, Nursing, Trade and Industrial Education

Identifiers: Federal, Proposal, Oglala Sioux (Tribe)

This three-year program will provide a six-year comprehensive development plan for providing vocational education programs in agriculture, nursing, business (secretarial), and building construction for the adult Oglala Sioux at Pine Ridge Reservation. Pine Ridge residents will be involved at all levels of the planning, implementation, and evaluation stages of the project. First-year procedures include renovating old and building new classrooms; developing a vocational education curriculum which stresses remedial reading, writing, and computation skills; and creating a syllabus which emphasizes the Indian heritage. In the second year, the four vocational programs will begin, each with an expected minimum enrollment of twenty-five students. The project will then provide guidance and counseling services, aptitude testing, therapeutic services, consumer and legal counseling, actual work crew experience, and vocational placement for all trainees. In the final year of the project, the first trainees will graduate, and enough community college financial commitment to the development program is anticipated to allow a new group of trainees to enroll in the next two-year vocational program cycle. This program will provide Sioux adults with salable skills both off and on the reservation, improve the Pine Ridge labor force, and establish a model program of native American vocational education.

CC015017 **$1,272,383** **Thiel**

Lummi Indian School of Aquaculture and Fisheries.

Project Director: Poole, Richard
Organization: Lummi Indian School of Aquaculture and Fisheries, PO Box 11, Lummi Island, WA 48262
Telephone: (206) 758-2368
Organization Type: American Indian Tribe
Geographic Location: Congressional District 02
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: OEG-00-78-C0087
Project Number: 588BH00006
Funding Period: Start Date 01 Aug 78; End Date 31 Jul 81
Fiscal Year Funding: FY78; $422,775; 1 Aug 78 to 31 Jul 79. FY79; $421,140; 1 Aug 79 to 31 Jul 80. FY80; $428,468; 1 Aug 80 to 31 Jul 81
Descriptors: *American Indians, *Administrator Education, *Marine Biology, *Water Resources, Biology and Science Instruction, Fisheries
Identifiers: Federal, Proposal, Lummi (Tribe)

This ongoing project seeks to continue the Lummi Indian School of Aquaculture and Fisheries at Bellingham which serves all American Indian tribes. The school's specific objectives are to (1) promote education for northwest Indian tribes, (2) assist other Indian tribes in water resources and fishery management, and (3) develop species which have aquaculture potential. Procedures include making full use of Lummi Island, an unpolluted area within which can be found most types of fishery or aquaculture operation that can exist from California to Alaska. Specific program procedures include the following: screening every applicant through psychological and aptitude testing and counseling; making use of the hands-on classroom curricula already developed and evaluated at Lummi; paying a maintenance allowance of $3,000 to $3,500 a year per trainee; and providing trainees with on-the-job training, subsidized service employment, and follow-up and supportive services. As demonstrated by the ease with which the program has placed previous graduates as trained Indian aquaculture managers, this program can train managers to work on their reservations or at well-paying jobs throughout the continental United States.

CC015018 **$565,439** **Miller**

Lac Courte Oreilles Vocational Education and Occupational Skills Training Program.

Project Director: Richardson, Dennis
Organization: Lac Courte Oreilles Tribal High School, Route 2 Hayward, WI 54843
Telephone: (715) 634-8924
Organization Type: American Indian Tribe
Geographic Location: Congressional District 09
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: OEG-00-78-C0112
Project Number: 588BH00021
Funding Period: Start Date 01 Sep 78; End Date 31 Aug 81
Fiscal Year Funding: FY78; $166,393; 1 Sep 78 to 31 Aug 79. FY79; $190,486; 1 Sep 79 to 31 Aug 80. FY80; $208,560; 1 Sep 80 to 31 Aug 81
Descriptors: *American Indians, *Business Education, *Home Economics Education, *Industrial Education, *Program Development, Apprenticeships, Elementary Secondary Education, Institutional Cooperation, Job Skills
Identifiers: Federal, Proposal, Lac Courte Oreilles (Tribe)

Based in Hayward, Wisconsin, and directed to Lac Courte Oreilles students and adults, this continued program seeks to design, implement, and evaluate a comprehensive program of general vocational education and occupational training in industrial arts, home economics, and business education and to correlate training with existing business opportunities. A joint effort of the University of Wisconsin at Stout, the Lac Courte Oreilles Ojibwa High School and the Vocational Technical Adult Education System, this program will (1) assess curriculum and design a program which effectively coordinates needs and training; (2) develop a general vocational education and vocational skills program which offers a capstone modification of a general vocational education model, incorporates a cooperative program of apprenticeship, and designs its courses around the tribe's overall economic development plan; and (3) effectively recruit Indian adults and provide for close monitoring and follow-up procedures for determining the program's worth. Once implemented, this program will create more employable Ojibwas, will assist in the economic development of the Lac Courte Oreilles reservation, and will familiarize Indian students in grades K-12 with the world of work.

CC015019 **$2,044,525** **Thiel**

Wind River Vocational Education.

Project Director: Bowman, Keith
Organization: Wind River Indian Education Association, Inc, PO Box 145, Ethete, WY 82520
Telephone: (307) 332-4248
Organization Type: American Indian Tribe
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: OEG-00-78-C0096
Project Number: 588BH00017
Funding Period: Start Date 01 Sep 78; End Date 31 Aug 81
Fiscal Year Funding: FY78; $1,530,819; 1 Sep 78 to 31 Aug 79. FY79; $132,636; 1 Sep 79 to 31 Aug 80. FY80; $381,070; 1 Sep 80 to 31 Aug 81
Descriptors: *Adult Vocational Education, *American Indians, *Business Education, * *Program Development, *Trade and Industrial Education, Audiovisual Aids, High School Students
Identifiers: Federal, Proposal, Arapahoe (Tribe), Shoshone (Tribe)

This three-year project seeks to establish and evaluate a vocational education program in carpentry, electrical occupations, plumbing, auto mechanics, secretarial skills, and audiovisual equipment for the Arapahoe and Shoshone tribes which live around Ethete. Procedures will include (1) giving interest tests to area Indian high school students and channeling them into the desired vocational program; (2) recruiting adult Indians; (3) providing counselors who will insure student continuity by monitoring the programs and by maintaining a list of employers and current trainees, and who will arrange interviews and pregraduation visits to businesses; (4) providing field work for advanced students; and (5) providing counseling for those Indians who may wish to go into business for themselves. The program will be evaluated by examining how effectively it has met the compliance requirements, how effectively its various segments were managed, and how effectively it operated, according to those students, administrative personnel, school board members, and parent advisory committee members who were directly involved with it. The program will increase the number of employable Indians and the opportunities for eonomic development of the Shoshone and Arapahoe tribes.

CC015020 **$543,880** **Miller**

Papago Education Skill Center.

Project Director: Ramirez, Ray
Organization: Papago Tribe of Arizona, Division of Papago Education, PO Box 837, Sells, AZ 85634
Telephone: (602) 383-2221
Organization Type: American Indian Tribe
Geographic Location: Congressional District 02
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: OEG-00-79-02380
Project Number: 588BH00008

Funding Period: Start Date 01 Aug 79; End Date 31 Jul 81
Fiscal Year Funding: FY79; $325,400; 1 Aug 79 to 31 Jul 80. FY80; $218,480; 1 Aug 80 to 31 Jul 81
Descriptors: *American Indians, *Building Trades, *Job Placement, *Skill Centers, * Educational Improvement, Career Counseling
Identifiers: Federal, Proposal, Papago (Tribe)

Tribal members now receive vocational education training off the reservation. Therefore, this project has the following objectives: (1) to establish a skill training center on the Papago reservation, (2) to upgrade basic education and training for job skills, and (3) to assist in job placement on and off the reservation. The Papago Tribal Education Committee will select a Vocational Education Committee which will establish general goals and objectives for the project. In cooperation with the project director and an architectural manager, the committee will inspect, accept, and equip a prefabricated structure which has been selected to house the training center. The committee will also select instructional staff. Initially, fifty students will be selected through testing and evaluation to begin training in the building trades (masonry, carpentry, plumbing, heating, cooling, sheet metal, dry wall installation, electrical wiring, and painting). Future plans also call for offering classes in business management. Curriculum will be developed to upgrade the basic subjects—math, English, and reading. A counselor will provide job counseling services, a job bank will be established, and students completing the training will be referred to a manpower committee and other agencies for employment. The project will enable participants to better compete in the labor market, provide the tribe with a cadre of trained workers, and contribute to a sense of community pride.

CC015021 $72,473 Miller
Three-Part Vocational Program.
Project Director: McGee, Patricia
Organization: Yavapai-Prescott Indian Tribe, PO Box 348, Prescott, AZ 86301
Telephone: (602) 445-8790
Organization Type: American Indian Tribe
Geographic Location: Congressional District 03
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: OEG-00-79-02103
Project Number: 588BH00022
Funding Period: Start Date 01 Aug 79; End Date 31 Jul 82
Fiscal Year Funding: FY79; $33,983; 1 Aug 79 to 31 Jul 80. FY80; $38,490; 1 Aug 80 to 31 Jul 81
Descriptors: *American Indians, *Building Trades, *Career Exploration, *Career Guidance, *Metal Industry, *Employed Women, Adult Vocational Education, On The Job Training, Secondary Education, Career Development
Identifiers: Federal, Proposal, Yavapai

This three-year project is designed to meet the needs of tribal members for appropriate skill training to obtain adequate employment. The program is divided into three phases: (1) career orientation for junior and senior high school students, (2) assessment and workshop instruction for the unemployed and underemployed, and (3) a pilot training program in construction. Eight junior high and three senior high school students will be involved in phase 1 of the program; six more students will be phased in during the succeeding two years. Each student will attend classes four hours a day, five days a week, for eight weeks in the summer. Phase 2 will be conducted for six months each year, four hours a day, five days a week. Men and women in the tribe who are over age sixteen and are unemployed, underemployed, or in need of new skills to obtain employment are eligible for this program. Interest surveys and aptitude tests will be administered to participants, and hands-on experiences will acquaint them with selected occupations. Phase 3 will also be conducted for six months each year. A housing improvement program which the tribe is conducting will afford the opportunity for on-the-job training called for in this phase. In conjunction with classroom instruction and on-the-job training by a certified instructor in steel building erection, technical training courses will be offered at a local steel plant. Since training or retraining for women is of prime importance in solving employment problems of the tribe, they are to be included in all three phases of the project. An independent evaluator will submit an annual report, and the tribe will use the Bureau of Indian Affairs Educational Specialist to carefully review the total program.

CC015022 $351,812 Thiel
Coordinated Vocational Training.
Project Director: Kipp, Darrell
Organization: Blackfeet Tribal Council, Blackfeet Tribal Education, PO Box 850, Browning, MT 59417
Telephone: (406) 338-7622
Organization Type: American Indian Tribe
Geographic Location: Congressional District 01
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: OEG-00-79-01145
Project Number: 588BH00019
Funding Period: Start Date 01 Aug 79; End Date 31 Jul 82
Fiscal Year Funding: FY79; $164,091; 1 Aug 79 to 31 Aug 80. FY80; $187,721; 1 Aug 80 to 31 Jul 81
Descriptors: *Adult Vocational Education, *American Indians, *Building Trades, *Business Education, *Clerical Occupations, *Job Training, *Work Experience Programs, Program Development
Identifiers: Federal, Proposal, Blackfeet (Tribe)
Note: Total project dollars do not reflect projected monies for continuing years

The intent of the Blackfeet Tribal Council is to develop a comprehensive effort in coordination with existing programs to improve occupational training opportunities for tribal members. The objectives of this project are to (1) provide a permanent ongoing vocational education and occupational system, (2) incorporate vocational education into the emerging Blackfeet education system as an integral component, (3) develop training programs for potential job areas and provide job placement assistance, (4) develop a rate at which graduates enter the work force, and (5) train the unskilled in building trades and business-clerical occupations. The Blackfeet Community College will handle the business-clerical component. The building trades aspect will be handled by the Blackfeet Indian Action Team program. Six building trades courses (e. g. construction management, surveying, masonry) will be offered to sixty students (ten students per class), six hours a day for six weeks. Students will also be required to do field work based on the course content. Courses to be offered in the business-clerical program are a two-year business-secretarial course and a general business course in communication, composition, mathematics, typing, shorthand, office machines, data processing, and records management. Counseling and placement services will be provided. Board members, instructors, and trainees will evaluate the program through evaluation questionnaires.

CC015023 $314,122 Thiel
Two Eagle River School Vocational Education Program.
Project Director: Charlo, Victor
Organization: Confederated Salish and Kootenai Tribes, Two Eagle River School, Star Route, Dixon, MT 59831
Telephone: (406) 246-3598
Organization Type: American Indian Tribe
Geographic Location: Congressional District 01
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: OEG-00-79-01624
Project Number: 588BH00030
Funding Period: Start Date 01 Aug 79; End Date 31 Jul 82
Fiscal Year Funding: FY79; $162,210; 1 Aug 79 to 31 Jul 80. FY80; $151,912; 1 Aug 80 to 31 Jul 81
Descriptors: *American Indians, *Carpenters, *Welding, Individual Instruction, Secondary Education, Nontraditional Education
Identifiers: Federal, Proposal, Salish (Tribe)
Note: Total project dollars do not reflect projected monies for continuing years

The overall goal for Two Eagle River School is to provide an educational opportunity for Indian students who have experienced academic problems in the public high schools on the reservation. This project will provide comprehensive training in welding and carpentry to give students a life skill. Upon enrollment in the school, students are tested in academic areas to verify their level of proficiency. Students are then placed in classes commensurate with their academic background and proficiency. Students will be counseled, screened, and tested. Enrollment in the welding or carpentry programs will be weighted toward students with an aptitude, interest, and desire for obtaining those skills. Selected students will be scheduled for four hours of vocational training per day. Academic courses will complete their schedules. Small group and individual instruction will be provided in the welding and carpentry classes. Students will be advanced as they gain proficiency in each area of instruction. Project staff will conduct both formative and summative internal evaluations to collect data which will allow them to make positive decisions and revise programs.

CC015024 $321,642 Thiel

Indian Vocational Education Training Program.

Project Director: Levering, Nelson
Organization: Omaha Tribe of Nebraska, Vocational Education Department, General Delivery, Macy, NE 68039
Telephone: (402) 846-5361
Organization Type: American Indian Tribe
Geographic Location: Congressional District 01
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: OEG-00-79-01061
Project Number: 588BH00023
Funding Period: Start Date 01 Aug 79; End Date 31 Jul 81
Fiscal Year Funding: FY79; $161,028; 1 Aug 79 to 31 Jul 80. FY80; $160,614; 1 Aug 80 to 31 Jul 81
Descriptors: *American Indians, *Building Trades, *Clerical Occupations, *On The Job Training, *Secretaries, Work Experience Programs
Identifiers: Federal, Proposal, Omaha (Tribe)

The objective of this project is to train twenty unemployed Omaha Indians, ten in the construction trades (a two-year associate degree program) and ten in clerical-secretarial science (a one-year program). A local technical community college will prepare a curriculum for each of the classes and furnish qualified instructors. In addition to regular classroom instruction, on-the-job training will be provided by placing all trainees in programs operated by the tribe (e. g. carpenters placed in tribal home improvement or winterization programs). Each student will be paid a stipend for a forty-hour week. The project director will be responsible for preparing a monthly evaluation report.

CC015025 $221,613 Dodrill

Indian Vocational Education Training Program.

Project Director: Velarde, Gifford
Organization: Jicarilla Apache Tribe, Community Education Program, PO Box 272, Dulce, NM 87528
Telephone: (505) 759-3494
Organization Type: American Indian Tribe
Geographic Location: Congressional District 01
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: OEG-00-79-01664
Project Number: 588BH00024
Funding Period: Start Date 01 Aug 79; End Date 31 Jul 82
Fiscal Year Funding: FY79; $110,424; 1 Aug 79 to 31 Jul 80. FY80; $111,189; 1 Aug 80 to 31 Jul 81
Descriptors: *American Indians, *Building Trades, *Job Skills, *Land Use, *Plant Identification, *Veterinary Medicine, Adult Education, Livestock, Police
Identifiers: Federal, Proposal, Jicarilla Apache (Tribe)
Note: Total project dollars do not reflect projected monies for continuing years

First-year objectives of this three-year project are to upgrade the skills of ten members of the tribal police department, two employees of the game and fish department, and forty self-employed livestock operators and provide training in housing construction skills for fifteen tribal members. Five members of the police department will receive basic police training, and five will receive advanced training. The employees of the game and fish department will be trained in plant identification to enable them to analyze range conditions on the reservation. At least twenty of the livestock operators will receive instruction in basic veterinary skills, and at least twenty will be trained to shoe their own horses. Six months of onsite training will be provided to those in the housing construction programs. Trainees will construct a house on the reservation and will renovate numerous senior citizens' homes. Upon completion of the program, trainees will be able to construct or renovate a house to HUD specifications.

CC015026 $341,502 Miller

Vocational Education Project: St. Regis Mohawk Indian Reservation.

Project Director: White, Myles
Organization: St. Regis Mohawk Tribe, Community Building, Hogansburg, NY 13655
Telephone: (518) 358-2272
Organization Type: American Indian Tribe
Geographic Location: Congressional District 30
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: OEG-00-79-01637
Project Number: 588BH00026
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 82
Fiscal Year Funding: FY79; $165,509; 1 Jul 79 to 30 Jun 80. FY80; $175,993; 1 Jul 80 to 30 Jun 81
Descriptors: *Agricultural Skills, *American Indians, *Electrical Occupations, *Metal Working, *Woodworking, Agricultural Production
Identifiers: Federal, Proposal, Mohawk (Tribe)
Note: Total project dollars do not reflect projected monies for continuing years

To relieve the unemployment situation on the Mohawk reservation and meet some of the needs of the Mohawk people, this project is designed to train forty adults, ten in each of four areas: wood trades, metal trades, electronics, and agriculture. Trainees will come from the tribal manpower program. Special consideration will be given to potential trainees who are enrolled in the St. Regis Mohawk Adult Basic Education-General Educational Development (ABE-GED) program. Courses will be forty weeks in length, twenty hours per week. Graduates of the wood trades courses will have broad expertise in the field, metal trades graduates will learn the various skills of form work, while those in the electronics-electricity courses will learn all aspects of indoor-outdoor wiring needed in housing construction. During the first year of the agriculture component of the project, the best use of tribal lands will be identified, and trainees will learn the crops and agricultural methods most appropriate for the reservation. Skills learned during this project will make graduates competitive for jobs outside the reservation or enable them to set up their own businesses on the reservation.

CC015027 $381,388 Thiel

Sisseton-Wahpeton Sioux Vocational Education Self-Determination Project.

Project Director: Thieman, Floyd R.
Organization: Sisseton-Wahpeton Sioux Tribe, Tribal Education Department, PO Box 262, Sisseton, SD 57262
Telephone: (605) 698-3911
Organization Type: American Indian Tribe
Geographic Location: Congressional District 01
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Grant Number: OEG-00-79-02022
Project Number: 588BH00009
Funding Period: Start Date 01 Aug 79; End Date 31 Jul 82
Fiscal Year Funding: FY79; $190,694; 1 Aug 79 to 31 Jul 80. FY80; $190,694; 1 Aug 80 to 31 Jul 81
Descriptors: *Accounting, *American Indians, *Business Education, *Carpenters, *Electricity, *Masonry, *Plumbing, *Adult

Vocational Education, Apprenticeships

Identifiers: Federal, Proposal, Sioux (Tribe)

Note: Total project dollars do not reflect projected monies for continuing years

Objectives of this project are to establish, operate, and administer an adult vocational program which will provide training to 100 adult tribal members in electricity, blocklaying, plumbing, carpentry, and business accounting and management. Trainees selected will have a high school diploma or GED, and the number of students in each course will be limited to twenty-five. Courses of instruction will be conducted under a four-quarter system. Students who satisfactorily complete the courses will be certified as apprentices by the Tribal Manpower Board. Tests will be administered quarterly, and those experiencing academic difficulty will be required to accept tutoring as a condition for advancement. Third-quarter students will be reviewed for possible apprentice certification. Slow achievers will be identified and given a fifth quarter of instruction if necessary. During the fourth quarter, the project director will present a list of employable apprentices to local employers and contractors. Support services available throughout the program will include counseling and medical and housing assistance.

CC015028 $199,838 Thiel

Nooksack Vocational Education Project: Vocational Training Including a Work-Study Program.

Project Director: Louie, Lois

Organization: Nooksack Indian Tribe, Adult Education Department, PO Box 157, Deming, WA 98244

Telephone: (206) 592-5176

Organization Type: American Indian Tribe

Geographic Location: Congressional District 02

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Grant Number: OEG-00-79-01847

Funding Period: Start Date 01 Jul 79; End Date 30 Jun 81

Fiscal Year Funding: FY79; $110,638; 1 Jul 79 to 30 Jun 80. FY80; $89,200; 1 Jul 80 to 30 Jun 81

Descriptors: *American Indians, *Auto Mechanics, *Carpenters, *Office Occupations Education, *Welding, High School Equivalency Programs, Job Placement, Career Counseling, Vocational Followup, Work Experience Programs

Identifiers: Federal, Proposal, Nooksack (Tribe)

The purpose of this project is to provide twenty-one Nooksack Indians training in one of five occupational areas: auto mechanics, diesel mechanics, carpentry, welding, and office occupations. Bellingham Vocational Technical Institute will provide the course instruction and will assist in placing students in jobs after they complete training. The project will provide monies for tuition, special tools and clothing, mileage (class attendance requires driving long distances), and a small stipend. The Nooksack Adult Education Project (funded under Title IV, Part C, of the Indian Education Act of 1972) will manage the program and will provide counseling staff. The Nooksack Project will also assist in selecting participants and placing them in jobs after they complete training. Staff will place students in after-school jobs related to their courses of study and will provide General Educational Development classes for participants who lack a high school diploma. Project staff will also do follow-up counseling, contacting each participant three and six months after training is completed. This will enable the staff to evaluate the effectiveness of the training, counseling, and placement activities and will also provide an opportunity for staff to offer more counseling and placement assistance to participants.

CC015029 $231,700 Thiel

Tulalip Vocational Education.

Project Director: Hoban, Maureen

Organization: The Tulalip Tribes, Tribal Services, 6700 Totem Beach Road, Marysville, WA 98270

Telephone: (206) 659-6257

Organization Type: American Indian Tribe

Geographic Location: Congressional District 02

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Grant Number: OEG-00-79-03211

Funding Period: Start Date 01 Aug 79; End Date 31 Jul 82

Fiscal Year Funding: FY79; $145,910; 1 Aug 79 to 31 Jul 80. FY80; $85,790; 1 Aug 80 to 31 Jul 81

Descriptors: *Accounting, *American Indians, *Bookkeeping, *Building Trades, *Fisheries, *Management Education, Boat Operators, College School Cooperation, Experiential Learning

Identifiers: Federal, Proposal, Tulalip (Tribe)

Note: Total project dollars do not reflect projected monies for continuing years

The purpose of this project is to develop, implement, and establish a model vocational education extended program, based on stated needs, to serve a special target group of vocationally disadvantaged students onsite at the Tulalip Indian Reservation. Fourteen areas of vocational training needs have been identified and prioritized. The top five training areas are carpentry and construction, fisheries operation, bookkeeping and accounting, boat maintenance, and business management. Classes in all categories will be scheduled quarterly and will be held on the reservation. Each class will have an instructor from a local community college and an instructional aide. (Whenever possible the aide will be a tribal member.) A minimum enrollment of ten to fifteen students per program is estimated. Maximum enrollment will be twenty students per program. The curriculum will be the same as that of current college programs adapted to the needs of the reservation. In addition to the traditional lecture sessions, the program will include experiential training (e. g. the boat maintenance class will use watercraft belonging to local residents for hands-on experience.) After students have successfully completed basic vocational training onsite, the college will work cooperatively with the tribes to enroll students in oncampus programs for advanced training in their vocational specialities. An advisory committee will provide assistance in developing the evaluation tools. Students, staff, and the advisory committee will evaluate the project in writing.

CC015030 $80,115 Miller

Rough Rock Vocational Education Program.

Project Director: Mannes, Mark

Organization: Rough Rock School Board, Inc. Demonstration School, Star Route One, Rough Rock, AZ 86503

Telephone: (602) 728-3311

Organization Type: American Indian Tribe

Geographic Location: Congressional District 04

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Grant Number: OEG-00-80-00204

Funding Period: Start Date 01 Jul 80; End Date 30 Jun 83

Fiscal Year Funding: FY80; $80,115; 1 Jul 80 to 30 Jun 81

Descriptors: *Building Trades, *Auto Mechanics, *Child Care Occupations, *Staff Development, *American Indians, *Job Training, Simulation, Employment Qualifications, Individualized Instruction, Institutional Cooperation, Inservice Teacher Education, Secondary Education, Certification, Career Education, Career Planning, Career Guidance, Student Placement, Program Evaluation

Identifiers: Federal, Propocal

Note: Total project dollars do not reflect projected monies for continuing years

Training in building trades and automovtive repair will prepare high school students for further schooling or job entry. Classroom instruction, drill in core skill areas, and practical simulation exercises will be provided. Career awareness, career planning, and career guidance will be emphasized; and a student placement procedure will be implemented. Credits earned will apply toward attainment of an associate of science degree. Building trades and automotive repair instruction also will be provided for Rough Rock School staff for skill upgrading. Curricula, characterized by individualized learning, have been developed by the Oklahoma State Department of Vocational and Technical Education and include behavioral objectives. By the end of three years, 100 students will have enrolled in the program, 65 in building trades and 35 in automotive repair. Interschool cooperative relationships will be established. Seventy-five percent of graduates will receive further schooling or be employed in the field; of the staff receiving in-service training, 80 percent will have increased their competence. An automotive repair business will be established. In addition, twenty-five high school students and adult community members interested in working with preschoolers will be trained through the certification program developed by the Child Development Associate Consortium. Seventy-five percent of the preschool education program completers will be employed in the area. The comprehensive evaluation plan will include internal and external formative and summative evaluation.

CC015031 **$151,079** **Dodrill**

Eight Northern Indian Pueblos Indian Vocational Education Training Program.

Project Director: Keesing, John

Organization: Eight Northern Indian Pueblos, Employment Assistance Programs, PO Box 969, San Juan Pueblo, NM 87566

Telephone: (505) 852-4265

Organization Type: American Indian Tribe

Geographic Location: Congressional District 01

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Grant Number: OEG-00-80-00199

Funding Period: Start Date 01 Aug 80; End Date 31 Jul 83

Fiscal Year Funding: FY80; $151,079; 1 Aug 80 to 31 Jul 81

Descriptors: *Reservation American Indians, *Administrators, *Money Management, *Solar Radiation, *Building Trades, Field Instruction, Inservice Teacher Education, Job Placement, Job Skills, Employment Qualifications, Career Counseling, Outreach Programs, Institutional Cooperation, Individualized Instruction, Experiential Learning, Adult Vocational Education, Needs Assessment, Program Evaluation

Identifiers: Federal, Proposal, Pueblo (People), Eight Northern Indian Pueblos Council

Note: Total project dollars do not reflect projected monies for continuing years

A comprehensive set of vocational education and employment services will be provided to the Eight Northern Pueblos people. Targeting the habitually unemployed, unmarried heads of household, homemakers seeking part-time employment, and dropouts, the three-year program will provide Pueblo Indians with the opportunity to develop marketable job skills as financial and administrative managers, solar and adobe construction workers, and others. Participants also will receive vocational counseling before and during training. Instructional staff will receive in-service education. At project's end, ten financial and ten administrative manager trainees will have received at least thirty-six semester credit hours at the College of Santa Fe and twenty-six thirty-hour weeks of on-the-job training at a tribal administrative office, combined with ten hours of individualized instruction. Trainees will use the individualized learning plans, developed with the vocational counselor. Employment assistance program counselors will administer job placements for training and employment. In each project year, twenty-four solar and adobe construction trainees will receive 260 hours of classroom instruction and 780 hours of practical work experience in adobe construction techniques and passive solar techniques. At least two other adult vocational education courses, derived from needs assessments conducted in each Pueblo, will be offered each semester in each Pueblo, with forty members from each Pueblo participating in the first project year. In addition to formative and summative evaluations, an impact evaluation will be conducted to assess program impact on the trainees, their families, and the community.

CC015032 **$206,090** **Miller**

Seneca Nation Vocational Education Training Program.

Project Director: Huff, Henry

Organization: Seneca Nation of Indians, Seneca Nation Education Department, PO Box 268-A, Irving, NY 14081

Telephone: (716) 532-4108

Organization Type: American Indian Tribe

Geographic Location: Congressional District 38

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Grant Number: OEG-00-80-00203

Funding Period: Start Date 01 Sep 80; End Date 31 Aug 81

Fiscal Year Funding: FY80; $206,090; 1 Sep 80 to 31 Aug 81

Descriptors: *Reservation American Indians, *Building Trades, *Skill Development, * *On The Job Training, *Adult Vocational Education, Employment Qualifications, Job Skills, Field Instruction, Advisory Committees

Identifiers: Federal, Proposal, Seneca (Tribe)

Adult Seneca Indians from the Allegany and Cattaraugus reservations will learn building and maintenance skills for employment in the Seneca Nation Housing Authority building programs and off the reservation. Forty trainees will participate in six-week training sessions in carpentry, plumbing and heating, masonry, and electrical work, followed by field experience in applying skills with technical assistance. Of the forty hours of weekly instruction, three hours daily will be classroom instruction; the remainder will be on-the-job-training. Trainees will construct a building for the Seneca Nation. Each training session will include pretests and posttests, and trainee performance profiles will be kept. By the end of the project, all trainees will have learned two of the four skills. The centralized training center on the Cattaraugus Reservation will include a resource center for training, materials, technical assistance, and general information. Instructors, recruited from the Seneca Nation, will receive training in cooperation with the Board of Cooperative Educational Services, New York State Department of Education. An advisory board of eight representatives, four from each reservation, will govern the project. Aimed at improving the economic level of the Seneca Nation and reducing unemployment, the project will encourage participants to start their own businesses using skills attained in the program; promote job placement; form a skilled labor force to maintain, repair, and remodel new and existing buildings and homes on the reservation; and train Indian tradesmen to teach other adult Indians. A brochure will be published to publicize the project. In addition, project advisory board members, staff members, and tribal officials will participate in local, regional, statewide, and national meetings.

Comprehensive Employment and Training Act (CETA) Programs

CC016001 **$206,892** **Tarlaian**

Better Opportunities for Disadvantaged Youth.

Project Director: Greenberg, Judith A.

Organization: Modesto High School, 426 Locust Street, Modesto, CA 95351

Telephone: (209) 523-1851

Organization Type: Local Education Agency

Geographic Location: Congressional District 15

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Project Number: 02-H008000961

Funding Period: Start Date 14 Feb 80; End Date 13 Aug 81

Fiscal Year Funding: FY80; $206,892; 14 Feb 80 to 13 Aug 81

Descriptors: *Disadvantaged Youth, *Agency Cooperation, *Work Experience Programs, *Career Exploration, *Education Work Relationship, Demonstration Programs, Unwed Mothers, Disabilities, Career Guidance, Tax Credits, Secondary Education, Economically Disadvantaged, Youth Employment, Educational Cooperation

Identifiers: Federal, Proposal, *Comprehensive Employment and Training Act

A model to provide vocational education and job experience to Comprehensive Training and Employment Act (CETA) eligible youth using a variety of community agencies, business, and industry will be developed and tested. A special effort will include vocational exploration in the private sector for economically disadvantaged youth 16 to 21 years old; this will consist of 160 hours of career exploration related to their interests, rotation among company job stations, pre-employment orientation, job counseling, career guidance, and information relating to their school involvement. All employers of youth in the program will receive targeted jobs tax credit; they will be represented on the advisory council. Cooperating groups will include

Head Rest Inc. a private nonprofit organization that operates the goal assistance program; state departments of rehabilitation and employment development; the probation department juvenile court work program; NAACP youth services program; Stanilaus County Department of Human Services; El Concilio for the Spanish Speaking, Inc. ; CETA out-of-school program, welfare case workers, school counselors and nurses; college financial aid officers; teachers; school administrators; Stanislaus County migratory farm labor camps; Stanislaus housing authority; representatives of ethnic minorities; college programs for displaced youth; mass media; and foster home placement personnel. Educational programs available to the participants will consist of independent study in job- and employment-related areas presented in a special course including communication, computation, social studies, parenting, health and vocational training; continuing education; evening high school; regular high school; advanced placement; private schools; correspondence instruction; or work experience education.

CC016002 **$186,265** **Tarlaian**

Linkages in Progress.

Project Director: Raymond, Barbara
Organization: Madison County Department of Education, 201 Hillsboro Avenue, Edwardsville, IL 62025
Telephone: (618) 344-4280
Organization Type: Local Education Agency
Geographic Location: Congressional District 23
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Project Number: 02-H008-00963
Funding Period: Start Date 01 May 80; End Date 30 Sep 81
Fiscal Year Funding: FY80; $186,265; 1 May 80 to 30 Sep 81
Descriptors: *Agency Cooperation, *Educational Cooperation, *Work Experience Programs, *Education Work Relationship, Secondary Education, High School Equivalency Programs, Career Education, Curriculum Development, Guides, Career Guidance
Identifiers: Federal, Proposal, *Comprehensive Employment and Training Act

Communication and interaction between Comprehensive Employment and Training Act (CETA) for educational programs and services will be increased through joint workshops for administrators, practicing educators, and CETA trainers; dissemination of information through the Council of Vocational Educators and employers; joint cooperation in solving mutual problems through liaison members in CETA, local education agencies, and PICs and the coordination between local schools and the Prime Sponsor Youth Advisory Council; technical assistance in formulating cooperative agreements between the local education agency and the prime sponsor; joint curriculum development; and sharing publication of a resource handbook, guidance and couseling facilities, and information dissemination. A pilot program, an orientation to the world of work as set forth in an introduction to employment course, will be operated by Coordinated Youth Services. Vocational staff and private sector employers will provide an overview of skills and aptitudes needed in various jobs in on-site training in an idustrial complex. Classes in basic consumer skills leading to a high school diploma or a General Education Development (GED) certificate also will be provided.

CC016003 **$194,368** **Tarlaian**

Employment and Economic Policy Administration: Boston Public Schools Task Force Proposal.

Project Director: Boyd, Donald
Organization: Hubert Humphrey Occupational Resource Center, 75 New Dudley Street, Roxbury, MA 02119
Telephone: (617) 726-6201
Organization Type: Local Education Agency
Geographic Location: Congressional District 09
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Project Number: 02-H008000960
Funding Period: Start Date 05 May 80; End Date 30 Sep 81
Fiscal Year Funding: FY80; $194,368; 5 May 80 to 30 Sep 81
Descriptors: *Agency Cooperation, *Cooperative Education, *Work Experience Programs, *On the Job Training, *Out of School Youth. Secondary Education, Educational Cooperation, Tax Credits, Technology, Data Processing, Electronics, Health, Nontraditional Education, Resource Materials
Identifiers: Federal, Proposal, *Comprehensive Employment and Training Act

Vocational education and Comprehensive Employment and Training Act (CETA) linkages will be developed to make full use of the Hubert Humphrey occupational resources center, a new vocational facility in the Boston area. One hundred non-CETA-entitlement seniors will be placed in three high technology fields—data processing, electronics, and health—in cooperation with employers to gain job experience. Work experience and cooperative education placements in subsidized and nonsubsized job areas will be developed to create positions for occupational center cooperative programs; jobs financed by the targeted jobs tax credit; and subsidized and nonsubsidized work experience placement through the CETA system, on-the-job training programs, and through the development of contacts within public and private sectors. Information will be disseminated to both staffs to more fully integrate the existing delivery system for in-school and out-of-school youth through slide shows on youth employment opportunities, a youth employment opportunities resource book and training in its use, and information on careers and the occupational resource center. A joint intake and assessment system to guide out-of-school youth into center training programs and alternative education models for linkages with parochial schools will be developed. Center programs will be integrated into the existing structure.

CC016004 **$199,615** **Tarlaian**

Improving Linkages through Staff Development and Technical Assistance between Vocational Education and CETA Deliverers.

Project Director: Antz, Pam
Organization: CETA Coordination Unit, Bureau of Vocational Education, Augusta, ME 04333
Telephone: (207) 289-2621
Organization Type: State Education Agency
Geographic Location: Congressional District 01
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Project Number: 02-H008000966
Funding Period: Start Date 01 May 80; End Date 30 Sep 81
Fiscal Year Funding: FY80; $199,615; 1 May 80 to 30 Sep 81
Descriptors: *Agency Cooperation, *Occupational Information, *Education Work Relationship, *Staff Development, Educational Cooperation, High School Equivalency Programs, Guides, Tax Credits, Career Counseling, Information Dissemination
Identifiers: Federal, Proposal, *Comprehensive Employment and Training Act

Information, technical assistance, and training will be provided to Comprehensive Employment and Training Act (CETA) and vocational education staff to promote cooperation and coordination between the two systems. Project staff will subcontract with the Maine Occupational Information Coordinating Committee to establish an occupational information system to meet the needs of CETA prime sponsors, the Bureau of Vocational Education, the Bureau of Vocational Rehabilitation, and the Manpower Research Division for planning employment and training programs. Mechanisms will be established to increase information exchange between prime sponsors and local education agencies (LEAs) through use of research questionnaires on joint inolvement and through an institute which will disseminate linkage models throughout the state. Technical assistance in developing LEA-CETA agreements, standards for academic credit, and a model nonfinancial agreement will be provided to local school systems. A booklet will be produced describing the systems of education and CETA and their relationships. Staff development topics will include target jobs tax credit program; awarding of General Educational Development certificates; curriculum development; career education, guidance, and counseling; developing local-level linkages which will include awarding four minigrants from 1 percent funds to develop innovative proposals; and a program of joint staff training and development within the Penobscot consortium, including local labor market opportunities, techniques of developing employability of disadvantaged youth, linkages among community resources and institutes, and the nature of youth unemployment data in Maine.

CC016005 $106,510 Tarlaian

Vocational Education-CETA Linkage Youth Demonstration Project.

Project Director: Ogden, Elsie

Organization: St. Clair County Intermediate School District, 499 Range Road, PVCS-1, Marysville, MI 48040

Telephone: (373) 364-8960

Organization Type: Local Education Agency

Geographic Location: Congressional District 12

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Project Number: 02-400-8000964

Funding Period: Start Date 16 Apr 80; End Date 30 Sep 81

Fiscal Year Funding: FY80; $106,510; 16 Apr 80 to 30 Sep 81

Descriptors: *Youth Employment, *Work Experience Programs, *Job Placement, *Agency Cooperation, *Education Work Relationship, Staff Development, Supervisory Training, Management Information Systems

Identifiers: Federal, Proposal, *Comprehensive Employment and Training Act

A model for delivering youth employment and training services will be identified by conducting research using ERIC and other resources and by assessing current programs for barriers. The model's components will include staff orientation and training, work site supervisor orientation and training, a data management system, job development and placement, placement into vocational education or alternate programs, and appropriate support services. The project will be evaluated, a system established to maintain it after project funds end, and results disseminated.

CC016006 $150,440 Tarlaian

Project to Demonstrate Coordination, Communication and Linkages among Vocational Education, CETA, Correctional Institutions, and Related Agencies in a Four-County Area in Minnesota.

Project Director: Peterson, Anne

Organization: Commissioner of Education, 550 Cedar Street, St. Paul, MN 55101

Telephone: (612) 698-4212

Organization Type: Local Education Agency

Geographic Location: Congressional District 04

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Project Number: 02-H008000969

Funding Period: Start Date 15 May 80; End Date 30 Sep 81

Fiscal Year Funding: FY80; $150,440; 15 May 80 to 30 Sep 81

Descriptors: *Curriculum Development, *Disadvantaged Youth, *Agency Cooperation, *Education Work Relationship, Educational Cooperation, Unemployment, Nontraditional Occupations, Criminals, Human Services

Identifiers: Federal, Proposal, *Comprehensive Employment and Training Act

A model and related curriculum that will enable communities to coordinate with human service agencies serving the unemployed, ex-offenders, and disadvantaged youth will be developed and tested to reduce service gaps and overlaps and to deliver programs that transcend transient staff relationships. Groups to be formed may include linkages among vocational education; CETA youth programs and welfare; nontraditional job training; relevance of job training in corrections; linkages between private education and CETA; information, staff training, and curriculum materials; and a model development group staffed by area vocational technical institutes (AVTIs) and the chairpersons of the other six groups. Participants may include CETA agencies, AVTIs, public and private schools, welfare agencies, government agencies, rehabilitative agencies, private industry, correctional agencies, and the courts. These groups will design and approve documents reflecting the understandings that have been achieved by agency representatives and staff training materials on topics including cooperative agreements and the technical assistance, information, and curriculum materials to support such agreements. The groups will advise on the nature and materials in the model, monitor activities, design and approve any required materials changes, and approve dissemination of materials.

CC016007 $176,517 Tarlaian

Youth Motivation and Occupational Development Program.

Project Director: Mott, Willie

Organization: Jackson Public Schools, Career Development Center, Jackson, MS 39025

Telephone: (601) 948-3911

Organization Type: Local Education Agency

Geographic Location: Congressional District 04

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Project Number: 02-H008000967

Funding Period: Start Date 01 Feb 80; End Date 31 Jul 81

Fiscal Year Funding: FY80; $176,517; 1 Feb 80 to 31 Jul 81

Descriptors: *Dropout Programs, *High School Equivalency Programs, *Career Exploration, *Career Counseling, *Work Experience Programs, *Education Work Relationship, Dropouts, Unwed Mothers, Academically Handicapped, Basic Skills

Identifiers: Federal, Proposal, *Comprehensive Employment and Training Act

Academic and vocational training will be provided to 100 Comprehensive Employment and Training A-YEIP eligible participants identified as potential dropouts (e. g. academically deficient, unwed mothers, status offenders). Students will be assessed in work ethics, basic academics, social skills, job seeking and retaining skills, coping skills, and survival skills; an interest inventory will be administered. The students will spend half the day in academic courses leading to the General Educational Development certificate and the other half in vocational training. The program will be student-centered with emphasis on self-awareness and the world of work. Training will include skills training, job readiness, motivation, functional academic skills training, career exploration through work experience, career counseling, job finding, and job entry skills. In the summer, participants will be placed in a work experience site related to their career goals for half the day; they will attend classes at the career center the other half. Students will receive a stipend of $2.30 an hour from a linkage with the Jackson Manpower Consortium. After the summer program, the students will enroll in the career center for continued vocational training, career preparation, and individual prescriptive basic academics. They also will be placed at a vocational exploration site, related to their career goals, for two hours a day after school.

CC016008 $197,814 Tarlaian

Vocational Education-CETA Linkages for New York City.

Project Director: Irrizarry-Lopez, Marie

Organization: New York City Board of Education, Center for Career and Occupational Education, 110 Livingston Street, Brooklyn, NY 11201

Telephone: (212) 661-2080

Organization Type: Local Education Agency

Geographic Location: Congressional District 14

Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC

Project Number: 02-H008000962

Funding Period: Start Date 31 Mar 80; End Date 30 Sep 81

Fiscal Year Funding: FY80; $197,814; 31 Mar 80 to 30 Sep 81

Descriptors: *Work Experience Programs, *Education Work Relationship, *Agency Cooperation, *Educational Planning, *Program Development, Educational Cooperation, Staff Development, Information Dissemination, Demonstration Programs

Identifiers: Federal, Proposal, *Comprehensive Employment and Training Act

Mechanisms for a linkage system to provide increased coordination between vocational education and employment and training providers will be developed to result in jointly sponsored training activities; multiply funded programs, seminars, and workshops designed to improve mutual understanding; jointly issued statements regarding future planning and policies; a better definition of target populations; a more refined definition of program effectiveness; and a clearer overall understanding of vocational education needs and efforts in New York City. All data sources and information relating to vocational education, labor market information, and individual programs and efforts will be reviewed; existing Comprehensive Employment and Training Act, vocational education, or other training programs and practices will be inventoried and barriers to coordination researched. A reference manual will be produced outlining information sources for training programs, and a handbook will be produced outlining information sources on productive collaborative efforts. A model will be developed to increase coordination, with an emphasis on providing information on funding combinations and counseling sources. A manual of recommended procedures on developing a vocational education training program using a variety of funding sources will be developed. More explicit standards of program performance may be formulated. New evaluation models will be developed, and assistance may be given in managing and planning existing projects. Collaborative efforts will be encouraged through a newsletter, meetings of interested agencies, production of manuals and handbooks, and a linkage system for developing information. Finally, information will be disseminated through staff workshops, manuals, handbooks, staff development activities, and leadership seminars.

CC016009 $178,054 Tarlaian

Oklahoma City CETA and Public Schools Drop-out Retrieval Skills Training Program.

Project Director: Vallejo, Saundra
Organization: Oklahoma City Public Schools, Foster Estes Area Vocational Technical Center. 4901 South Bryant, Oklahoma City, OK 73135
Telephone: (405) 236-2661
Organization Type: Intermediate Education Agency
Geographic Location: Congressional District 05
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Project Number: 02-H00800968
Funding Period: Start Date 17 Mar 80; End Date 16 Sep 81
Fiscal Year Funding: FY80; $178,054; 17 Mar 80 to 16 Sep 81
Descriptors: *Dropout Programs, *Economically Disadvantaged, *Work Experience Programs, *Agency Cooperation, *Education Work Relationship, Career Awareness, Job Placement, Educational Cooperation
Identifiers: Federal, Proposal, *Comprehensive Employment and Training Act

A dropout retrieval program for fifty ecomonically disadvantaged dropout youth will be developed to provide remedial education, career awareness, skills training, and job placement. Recruitment will be coordinated through prime sponsors and the career awareness program of the Oklahoma City Public Schools. Components of the program are a vocationally based reading program, career awareness activities, and onsite skills training at Foster Estes vocational-technical school; students will receive $2.30 an hour for working in an occupation of their choice. Job development and placement in unsubsidized private sector jobs will be provided to all participants.

CC016010 $192,000 Tarlaian

Vocational Education-CETA Youth Linkages Demonstration Project.

Project Director: Peterson, Arlene
Organization: Williamson County Board of Education, 1116 Columbia Avenue, Franklin, TN 37064
Telephone: (615) 790-8970
Organization Type: Local Education Agency
Geographic Location: Congressional District 06
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, DC
Project Number: 02-H0008000965
Funding Period: Start Date 01 Feb 80; End Date 31 Jul 81
Fiscal Year Funding: FY80; $192,000; 1 Feb 80 to 31 Jul 81
Descriptors: *Agency Cooperation, *Education Work Relationship, *On The Job Training, *Workshops, Educational Cooperation, Work Experience Programs, Staff Development, Curriculum Development
Identifiers: Federal, Proposal, *Comprehensive Employment and Training Act

Business, industry, vocational education, and Comprehensive Employment and Training Act (CETA) will be linked by providing information and opportunities for the groups to meet to consider joint problems and ways of collaborating. Fifteen workshops for the business community will be held to generate ideas using their experience and resources to resolve the problems of on-the-job training for CETA youth. Teachers' assistants will be hired to work with classes with high percentages of CETA-qualified students to give them extra help or to free the teacher to make business contacts. An entry-level job data bank will be developed in conjunction with State Employment Security. Videotapes of technical skills and operation of machinery that students will use on the jobs will be developed. Videotapes of nontraditional jobs also will be made to reduce sex bias in employers and students. An industrial psychologist will conduct a workshop on implementing more humanistic approaches to hiring. Technical assistance will be provided to vocational education and local education agencies to help them make cooperative arrangements with prime sponsors. Information, curriculum materials, and technical assistance in curriculum development and staff development will be provided to prime sponsors in an eight-day workshop to develop and evaluate vocational education curriculum for CETA-eligible students.

Office of Career Education

CC020001 $226,398 Scates

Evaluation of the Implementation of the Career Education Incentive Act of 1977.

Project Director: Jung, Steven M.
Organization: American Institutes for Research in the Behavioral Sciences, PO Box 1113, Palo Alto, CA 94302
Telephone: (415) 493-3550
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 12
Sponsoring Agency: Office of Career Education (ED), Washington, DC
Contract Number: OEC-300-79-0544
Funding Period: Start Date 21 Sep 79; End Date 31 Mar 81
Fiscal Year Funding: FY79; $110,356; 21 Sep 79 to 30 Jun 80. FY80; $116,042; 1 Jul 80 to 31 Mar 81
Descriptors: *Program Evaluation, *Accountability, *Program Effectiveness, *Evaluation Criteria, *Career Education, *Educational Assessment, Feedback, Data Analysis, Federal Legislation
Identifiers: Federal, Proposal

The primary purpose of this project is to conduct preliminary analyses of the "evaluability" of career education as it is being implemented under the Career Education Incentive Act of 1977 (PL 95-207). Specific objectives of this project are to conduct an exploratory assessment of the career education program to ensure that program objectives and assumptions are well defined and plausible and that further program evaluation is feasible and likely to be useful, and to conduct a rapid feedback evaluation aimed at providing a preliminary estimate of program performance and to provide the basis for a possible nationwide impact assessment of career education. During the first phase of the project, staff will (1) conduct an analysis of the FY 1980 state career education plans recently submitted by states and insular areas; (2) hold interviews with career education stakeholder groups and federal policymakers; (3) develop comprehensive program logic models for the PL 95-207 enterprise; (4) estimate the feasibility of measuring actual program inputs, processes, and outcomes; and (5) develop program models reflecting those portions of the program for which plausible, measurable objectives have been devised, feasible sources of performance data are available, and likely management uses of performance data have been identified. The second phase of the project is contingent upon phase 1 findings that the career education program can justify further work. In phase 2 project staff will collect information on program activities and performance through site visits and reviews of FY 1979 and FY 1980 state evaluation reports, prepare estimates of the feasibility and costs of various evaluation alternatives, and develop criteria for possible use in a national impact assessment of the career education program. A final report will be written containing sections on the extent of PL 95-207 implementation to date and the prospects for further evaluations.

CC020002 $211,789 Harris

Identifying and Compiling Information about Minority Community-based Organizations' Efforts to Serve In-school Youth.

Project Director: Cruz, Norberto, Jr
Organization: InterAmerica Research Associates, Inc, 1500 Wilson Boulevard, Suite 800, Rosslyn, VA 22209
Telephone: (703) 522-0870
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 10
Sponsoring Agency: Office of Career Education (ED), Washington, DC
Contract Number: OEC-300-80-0785
Funding Period: Start Date 01 Oct 80; End Date 30 Sep 81
Fiscal Year Funding: FY80; $211,789; 1 Oct 80 to 30 Sep 81
Descriptors: *Anthologies, *Community Organizations, *Community Involvement, *Minority Group Children, *Youth Opportunities, *Career Education, Conferences
Identifiers: Federal, Proposal

Community-based organizations working with minority youth will be identified. Additionally, information will be provided about how those organizations can become more involved in career education by developing interests, resources, and expertise in creating linkages with career education programs in order to expand opportunities for minority youth. Appropriate organizations that have already expressed interest in working collaboratively with career education programs will be contacted. A series of two-day miniconferenes for representatives of participating organizations will then be organized and implemented in the Washington, DC metropolitan area. A volume of notes will be compiled from all of the miniconferences, and a final report of project activiities will be written.

National Institute of Education

CC030001 $1,065,787 Antonopolos

Evaluation of the Replication and Field Test of the Career Intern Program.

Project Director: Tallmadge, G. Kasten

Organization: RMC Research Corporation, 2570 West El Camino Real, Mt. View, CA 94040

Telephone: (415) 941-9556

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 12

Sponsoring Agency: National Institute of Education (ED), Washington, DC

Contract Number: NIE-400-78-0021

Funding Period: Start Date 03 Apr 78; End Date 31 May 81

Fiscal Year Funding: FY78; $669,995; 3 Apr 78 to 2 Apr 79. FY79; $155,792; 3 Apr 79 to 2 Apr 80. FY80; $240,000; 3 Apr 80 to 31 May 81

Descriptors: *Internship Programs, *Program Evaluation, Cost Effectiveness, Followup Studies

Identifiers: Federal, Proposal

The purpose of this project is to evaluate the replication and field test of the Career Intern Program (CIP). The first task will include analyzing the processes and criteria used in selecting the four replication sites in Seattle, Detroit, New York, and Hudson Valley (Poughkeepsie); assessing the staffing, training, and other start-up activities; evaluating the operation of each of the four programs; and analyzing the problems encountered to identify the causes and prescribe preventative measures that might be used in further replications. The second task will involve assessing the impact of the CIP by evaluating the benefits that interns derive from participating in the program. Control and treatment groups will be evaluated on academic achievement in reading and mathematics, self-concept, and career awareness and locus of control (the extent to which individuals feel they are in control of their lives). The number of students who graudate from high school, obtain meaningful employment, and enter postsecondary education programs will be determined for each group through follow-up studies. As part of the third task, the project will determine the cause-effect relationships that exist between various features of the programs and the effect the program has made on the participating youth. Interviews will be conducted with interns, their parents, program staff, and community resource persons. Classroom observations, participant observation, and other ethnographic techniques will be used to analyze program dynamics. The final task of the project will be to compare CIP to other programs having similar objectives and serving similar target groups. This task will focus on the student outcomes and per-pupil costs.

CC030002 $603,203 Rosenfeld

Descriptive Study of the Distribution of Federal, State, and Local Vocational Education Funds.

Project Director: Hoachlander, E. Gareth

Organization: California University, School of Education, Berkeley, CA 94720

Telephone: (415) 642-6632

Organization Type: College/University

Geographic Location: Congressional District 08

Sponsoring Agency: National Institute of Education (ED), Washington, DC

Contract Number: NIE-400-78-0039

Funding Period: Start Date 30 Sep 78; End Date 31 Aug 81

Fiscal Year Funding: FY78; $224,086; 30 Sep 78 to 31 Aug 79. FY79; $294,117; 1 Sep 79 to 31 Aug 80. FY80; $85,000; 1 Sep 80 to 31 Aug 81

Descriptors: *Cost Effectiveness, *Financial Policy, *Financial Support, *Resource Allocation, *State Federal Aid, Data Analysis, Delivery Systems, Educational Finance, Federal Aid, National Surveys, State Aid

Identifiers: Federal, Proposal

The purpose of this study is to provide an objective and authoritative account of the ways in which federal, state, and local funds are distributed among and utilized by vocational programs and the extent to which combined expenditures from all three levels of government contribute to realizing the purposes of federal policy. The three major phases of this study are (1) the study of the validity and reliability of vocational education descriptive data; (2) an analysis of states' distribution policies for federal, state, and local matching funds based on information available for state education agencies; and (3) a description of the distribution and utilization of vocational education dollars by institutions, based on a ten-state sample. In phase 1, the study will examine state and federal data sets pertaining to vocational education resources, and a data file of the most reliable elements will be developed. Phase 2 will examine the policies states establish to allocate federal and matching state funds, the priorities that are assigned to distribution of the funds, and the process by which funds are allocated. The scope of work will include a summary of the level funding and the formulas and decision rules by which funds are allocated in each state; a critical analysis of state plans, accountability reports, and evaluations as they affect resource distribution; an analysis of states' reported distributions to local educational agencies; and an analysis of the organizations and formal and informal processes in each state through which resource distribution decisions are made. The third phase of the project will examine the distribution of funds at the district level. The project will conduct a survey of selected sample sites in ten states that represent a broad range of demographic and socioeconomic characteristics. Information gained from this survey and the previous project studies will be used to examine distribution of resources as a function of services, occupations, target populations, enrollments, and governmental levels.

CC030003 $650,000 Bucknam

Experience-Based Learning Project.

Project Director: Rusteika, George

Organization: Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94013

Telephone: (415) 565-3127

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 06

Sponsoring Agency: National Institute of Education (ED), Washington, DC

Contract Number: NIE-400-80-0103

Funding Period: Start Date 01 Dec 79; End Date 30 Nov 82

Fiscal Year Funding: FY80; $325,000; 1 Dec 79 to 30 Nov 80. FY81; $325,000; 1 Dec 80 to 30 Nov 81

Descriptors: *Experiential Learning, *Community Involvement, *Employment Potential, *Job Skills, *Youth Programs, *Mentors, Secondary Education, Volunteers, Career Exploration, Education Work Relationship

Identifiers: Federal, Proposal

Note: This activity was previously funded under grant OB-NIE-G-78-0203, Part II. Total project dollars do not reflect projected monies for continuing years

The relationship of adult volunteers in the workplace as mentors of youth will be studied. Development of youth employability and improvement of youth employability development programs also will be studied. Additionally, regional leadership will be provided in making youth program operators aware of research findings and improved program practices and in using the findings and practices.

CC030004 $120,000 Rosenbaum

Analysis of the Federal Legal and Regulatory Framework for Implementation of Vocational Education Legislation.

Project Director: Silverstein, Robert
Organization: Lawyers' Committee for Civil Rights Under Law, 733 15th Street, NW, Suite 520, Washington, DC 20005
Telephone: (202) 628-6700
Organization Type: Public Sector Organization
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Contract Number: NIE-400-79-0033
Funding Period: Start Date 02 Jul 79; End Date 01 Nov 81
Fiscal Year Funding: FY79; $120,000; 2 Jul 79 to 1 Nov 81
Descriptors: *Public Agencies, *Educational Legislation, *Educational Policy, *Federal Legislation, *Federal State Relationship, *Agency Cooperation, Civil Rights Legislation, Program Administration, State Federal Aid
Identifiers: Federal, Proposal

The purposes of this study are to provide a thorough analysis of the legal and regulatory framework within which the federal government administers vocational education programs and to examine its capacity for implementing vocational education policy. Public Law 94-482 and the regulations subsequently issued by the Department of Education represent one major component of the legal framework. Other major components include the relevant provisions of civil rights legislation (in particular, Title VI of the Civil Rights Act of 1964), Title IX of the Education Amendments of 1962, Section 504 of the Rehabilitation Act of 1973, the General Education Provisions Act, and the Comprehensive Employment and Training Act of 1973, as amended. The first part of this study will involve an assessment of (1) the consistency, clarity, and comprehensiveness of the Vocational Education Act as amended; (2) the degree of congruence between federal and state interpretations of relevant laws and regulations as ascertained through site visits in four states and other means; (3) the incentives and sanctions in the federal legislation; and (4) the fit between state and federal legal framework for vocational education. Special attention will be devoted to legislation dealing with procedures for allocating funds, ensuring equity of access to vocational education for all students, state and local planning and evaluation activities, and organization and administration of state and local vocational education programs. The second part of this study will center on the federal capacity for implementation of vocational education policy. Relationships between the federal agencies involved (Office of Vocational and Adult Education; Department of Education's (ED) Office of Civil Rights; ED's Audit Agency; and the Office of Planning, Budget and Evaluation within the Department of Education) and their relationships with state and local education agencies will be scrutinized.

CC030005 $140,771 Miller

Adaptation to Occupational Changes at Midlife: A Predictive Longitudinal Study.

Project Director: Osherson, Samuel D.
Organization: Harvard University, Medical School Laboratory of Social Psychiatry, 74 Fenwood Road, Boston, MA 02115
Telephone: (617) 232-2690
Organization Type: College/University
Geographic Location: Congressional District 09
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Grant Number: NIE-G-77-0049
Funding Period: Start Date 01 Mar 78; End Date 28 Feb 81
Fiscal Year Funding: FY77; $69,115; 1 Mar 78 to 28 Feb 79. FY79; $71,656; 1 Mar 79 to 28 Feb 81
Descriptors: *Career Change, *Longitudinal Studies, *Vocational Adjustment, Career Planning, Males, Prediction, Surveys, Middle Aged Adults
Identifiers: Federal, Proposal

This study is designed to investigate how individuals adapt to occupational changes and to determine the importance of adolescent career preparation in coping with changes in work at later stages of life. This project will seek to specify the particular educable psychological skills and social resources involved in successful adaptation to occupational changes in order to develop curricula for teaching these skills to individuals. The importance of adolescent career preparation will be studied in its relation to later coping mechanisms in an effort to make more effective use of our educational resources. Attention will be directed to adult inservice training rather than adolescent preparation. The subjects of the study will be drawn from a male group who are at midlife experiencing a number of different types of occupational changes and for whom there exists extensive information on their career preparation from their college years. The 510 subjects will be surveyed on the quality of adaptation of their career transitions. Successful and inferior patterns will be predicted on the information of the subjects' adolescent career preparation. Specific groups of persons with successful and inferior adaptation to different occupational changes will be selected for an intensive three-year study of the process of adaptation, conducted with interview techniques and questionnaires designed for the study of psychological coping skills and social resources. The results of the study will be used in the development of educational curricula for teaching adaptive skills, use of resources in coping with occupational changes, effective use of education resources in adolescent career preparation, and adult inservice training.

CC030006 $576,693 Hendrickson

Studies of State and Local Administrative, Compliance and Evaluation Practices for Vocational Education.

Project Director: Lukas, Carol
Organization: Abt Associates, Inc, 55 Wheeler Street, Cambridge, MA 02178
Telephone: (617) 492-7100
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 08
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Contract Number: NIE-400-78-041
Funding Period: Start Date 23 Aug 78; End Date 30 Sep 81
Fiscal Year Funding: FY78; $267,000; 23 Aug 78 to 22 Aug 79. FY79; $53,124; 23 Aug 79 to 22 Aug 80. FY80; $256,569; 23 Aug 80 to 22 Aug 81
Descriptors: *Case Studies, *Educational Assessment, *Educational Policy, *Federal State Relationship, *Program Administration, Data Analysis, Data Collection, Equal Education, Evaluation Criteria, Federal Legislation, State Federal Aid
Identifiers: Federal, Proposal, *Public Law 94-482
Note: Total project dollars do not reflect projected monies for continuing years

The research goals of this project are to (1) determine the degree of state and local compliance with the Education Amendments of 1976 (PL 94-482) and the impact of federally mandated vocational education policy and practice on state and local vocational education activity, with particular attention to equal access to vocational education by the disadvantaged, women, and the limited English-speaking; (2) learn about the ways in which state and local conditions affect the implementation of federal vocational education policy; (3) study the processes by which compliance with federal legislative mandates can be achieved; (4) determine whether results of assessments of program quality and effectiveness are used to manage or improve programs and with what results; (5) examine the criteria being used to evaluate program effectiveness at the state and local levels and to determine the consequences of specifying particular criteria in the act; and (6) examine how the various and overlapping federal evaluation requirements interact with one another. The three elements of the study are an inventory of existent information on state legal, administrative, and evaluative practices for vocational education; the conduct of case studies of compliance-evaluation practices in fifteen states focusing on the means used in assessing the quality and effectiveness of vocational education programs, the consequences and utility of these assessments, and the impact of fund set-asides, accountability, and planning requirements; and the preparation annually for three years of an analysis of legislatively mandated state and federal reports. Particular attention will be given to the impact of the Education Amendments of 1976 and their consequences in terms of insuring equal access to high quality vocational education opportunities.

CC030007 $275,200 Corman

Study of the Responsiveness of the Consumer and Homemaking Education System.

Project Director: Siegel, Judith
Organization: CRC Education and Human Development, Inc, 26 Brighton Street, Belmont, MA 02178
Telephone: (617) 489-3150
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 08
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Contract Number: NIE-400-78-0040
Funding Period: Start Date 01 Sep 78; End Date 31 Aug 81
Fiscal Year Funding: FY78; $59,791; 1 Sep 78 to 31 Aug 79. FY79; $25,000; 1 Mar 79 to 1 Apr 80. FY79; $145,452; 1 Oct 79 to 30 Sep 80. FY80; $44,957; 1 Oct 80 to 31 Aug 81
Descriptors: *Consumer Education, *Educational Assessment, *Federal Legislation, *Program Evaluation, *Home Economics, Program Improvement, State Federal Aid, Data Collection, Federal Aid, Program Development
Identifiers: Federal, Proposal

The purpose of this study is to determine the responsiveness of the Consumer and Homemaking Education (C&HE) system of programs, activities, and services to the intent of the Education Amendments of 1976. The study will be conducted in three phases. Phase 1 will be a pilot study to develop and field test methods for collecting data; applying criteria of responsiveness at federal, state, and local levels; and providing preliminary data on the operation of a sample of C&HE programs. The study will be conducted at two local sites in each of two states. Phase 2 will involve ten states and will examine how federal leadership affects state C&HE programs and how state administrative systems in turn affect local C&HE programs. Phase 3 will focus on the responsiveness of the C&HE system at the local level, using five sites within each of the ten states used in Phase 2. An intensive study will be conducted to determine whether present programs are meeting the demands on individuals and families as homemakers and consumers, and whether the C&HE system changes fast enough to keep up with consumer needs.

CC030008 $129,455 Corman

Effects of Vocational Education on Participants.

Project Director: Woods, Elinor; Haney, Walt
Organization: Huron Institute, 123 Mount Auburn Street, Cambridge, MA 02138
Telephone: (617) 661-9285
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 08
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Contract Number: NIE-400-79-0026
Funding Period: Start Date 24 May 79; End Date 15 Jan 81
Fiscal Year Funding: FY79; $50,000; 24 May 79 to 15 Jan 80. FY80; $79,455; 24 May 80 to 15 Jan 81
Descriptors: *Data Analysis, *Longitudinal Studies, *Program Effectiveness, *Vocational Followup, Graduate Surveys, National Surveys, Occupational Surveys, Postsecondary Education, Secondary Education
Identifiers: Federal, Proposal

The purpose of this study is to determine how the work life experiences of individuals may be affected over the short and longer term by their participation as students in vocational education. This objective will be accomplished by reviewing existing studies of the effects of vocational education and reanalyzing available longitudinal survey data to learn what can be discerned about the short and long-term effects of both secondary and postsecondary vocational education programs. Project staff will review and synthesize the results of studies since 1968 which examined the short-term effects of vocational programs. Focus of the review will be on effects beyond first job placement of the following kinds: economic (e. g. earnings, employment stability); education (e. g. dropout rate, communication skills, competencies); and psychological and social (e. g. maturity, self-esteem, attitudes). Long-term effects will be investigated in the remainder of the study. The primary resources of the study will be focused on longitudinal data sets. This information will be obtained from existing studies or from reanalyses of extant longitudinal data sets such as Project TALENT and the National Longitudinal Survey of Labor Market Experience. It should be noted that the study will not be limited to federally funded programs; the intent is to address the broader issues of the effects of vocational education programs in general, whether they were funded by local, state, or federal money.

CC030009 $890,060 Bucknam

Two Studies of Career Information Resources and Systems for Secondary School Students.

Project Director: Katz, Martin; Chapman, Warren
Organization: Educational Testing Service, Princeton, NJ 08541
Telephone: (609) 921-9000
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 05
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Contract Number: NIE-400-79-0020
Funding Period: Start Date 01 Apr 79; End Date 31 Mar 81
Fiscal Year Funding: 79; 501000; 1Apr79; 31Mar80. 80; 365760; 1Apr80; 31Mar81. 81; 23300
Descriptors: *Career Awareness, *Delivery Systems, *High School Students, *Information Needs, *Information Sources, Advisory Committees, Comparative Analysis, Conferences, Data Analysis, Information Dissemination, Literature Reviews, National Surveys, Occupational Information, Secondary Education
Identifiers: Federal, Proposal

Objectives of the first study, 'A National Survey of Career Information in Secondary Schools,' are to review existing literature on the career information needs of youth, their current sources of information, and how their sources are used; develop a conceptual framework of this information and determine specific research questions based on the framework; develop and pilot test survey instruments and procedures for data collection; establish a Project Research Council; hold regional planning conferences with state and local school officials; and establish a clearinghouse for sharing career resources and systems information. The second study, 'A Comparative Assessment of Alternative Types of Information Delivery Systems,' will develop a typology of career information delivery systems and their components; select or develop instruments to assess career awareness of youth; develop a research design and arrange for implementation of the design in approximately twelve sites; and hold a dissemination and utilization conference to discuss and interpret findings from both studies. Approximately 10 percent of public high schools will be selected at random for the sample. Regional conferences will be conducted by the College Board.

CC030010 $1,703,702 Thorne

ERIC Clearinghouse on Adult, Career, and Vocational Education.

Project Director: Miller, Juliet
Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210
Telephone: (614) 486-3655
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Contract Number: NIE-400-76-0122
Funding Period: Start Date 14 Sep 76; End Date 13 Sep 81
Fiscal Year Funding: FY76; $266,424; 14 Sep 76 to 13 Sep 77. FY77; $293,925; 14 Sep 77 to 13 Sep 78. FY78; $445,231; 14 Sep 78 to 13 Sep 79. FY79; $347,039; 14 Sep 79 to 13 Sep 80. FY80; $351,083; 14 Sep 80 to 13 Sep 81
Descriptors: *Career Education, *Clearinghouses, *Information

Dissemination, *Information Processing, Adult Education, Technical Education, Educational Resources, Information Retrieval, School Business Relationship

Identifiers: Federal, Proposal

The clearinghouse is responsible for identifying, acquiring, selecting, and processing educational documents and journal articles for inclusion in the ERIC system and for announcing them in "Resources in Education" (RIE), or "Current Index to Journals in Education" (CIJE). The scope of the clearinghouse includes (1) adult and continuing (including non-work) education, formal and informal, including basic and literacy education, correspondence study, and all areas of inservice training relating to occupational, family, leisure, citizen, organizational, and retirement roles; (2) career education, formal and informal, at all levels, encompassing career development materials relating to attitudes, aptitudes, self-knowledge, and occupational information; (3) vocational and technical education, including new and emerging vocational and technical fields, vocational rehabilition (for the handicapped, mentally retarded, prisoners, discharged military, etc), and law enforcement, police training, and criminology; and (4) education and work with related areas of manpower economics and manpower programs, school-to-work transition, occupational psychology and occupational sociology, internships, apprenticeships, on-the-job training and cooperative education, business-industry-labor relationships, and consumer education. Clearinghouse user services include preparation of bibliographies and information analysis papers on current topics of interest and critical problems in the field; question answering in response to user requests for information about ERIC services, document location, and referral to sources of information; and computer searches of the ERIC system for documents and journal articles relevant to specific problems.

CC030011 $518,645 Thorne

Diffusion, Change, and Information Systems: Resources and Referral Service.

Project Director: Peterson, John

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: National Institute of Education (ED), Washington, DC

Grant Number: OB-NIE-G-78-0211(P6)

Funding Period: Start Date 01 Jun 78; End Date 30 Nov 80

Fiscal Year Funding: FY78; $95,000; 1 Jun 78 to 30 Nov 78. FY79; $190,000; 1 Dec 78 to 30 Nov 79. FY80; $233,645; 1 Dec 79 to 30 Nov 80

Descriptors: *Information Services, *Information Dissemination, *Educational Research, Information Networks, Resources, Resource Materials, Data Bases

Identifiers: Federal, Proposal

The Resource and Referral Service (RRS) is one of four central service contractors of the Research and Development Exchange (RDx). This effort explores ways to bring education R & D results to practitioners and to return information about practitioners' needs and concerns to educational researchers, developers, and their sponsors. The R & D Exchange currently consists of seven regional exchanges, four central service contractors, and an executive committee. The regional exchanges respond to most information requests; only the questions requiring additional information are passed on to RRS. RRS objectives are to (1) develop comprehensive information about resource organizations, (2) coordinate the use of RDx resources by school media resource specialists; (3) provide information about resource organizations and personnel in an efficient and effective manner; (4) discover and share knowledge about practitioners' needs and efforts to meet those needs; and (5) develop and increase the capacity of RRS to accomplish its goals and serve the needs of the RDxs and the resource organizations. Past and current RRS activities in support of the regional exchange activities of RDx include building a data-bank of information about key resource organizations which deliver R & D-based products and services and organizations which access these products and services, responding to information requests orally and through letters and previously prepared mini-lists, conducting information resources workshops, preparing a catalog of data bases and dissemination systems, and providing technical assistance in planning and conducting information resources workshops sponsored by regional exchanges.

CC030012 $409,000 Bucknam

Experience-Based Career Education (EBCE): Education and Work Program.

Project Director: Hagans, R.

Organization: Northwest Regional Educational Laboratory, 710 SW Second Avenue, Portland, OR 97204

Telephone: (503) 248-6893

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 01

Sponsoring Agency: National Institute of Education (ED), Washington, DC

Contract Number: NIE-400-80-1015

Funding Period: Start Date 01 Dec 79; End Date 30 Nov 80

Fiscal Year Funding: FY80; $409,000; 1 Dec 79 to 30 Nov 80

Descriptors: *Career Education, *Program Development, *Technical Assistance, *Nontraditional Education, Career Exploration, Community Involvement, Secondary Education

Identifiers: Federal, Proposal, *Experience Based Career Education

Note: This activity was previously funded under Grant OB-NIE-G-78-0206, Part I

The purpose of this project is to provide technical assistance to state agencies and local school districts in their efforts to integrate into the regular curriculum experience-based career education (EBCE) programs that match student academic and career interest needs with community opportunities for exploration. EBCE is designed to be an academically-oriented, community-based individualized career exploration program used to bridge the gap between school and community and between study and experience through programmatic emphases in basic skills, life skills competencies, and academically focused and varied career exploration. A five-state advisory committee, specific committees, and task forces will provide guidance. Community based learning practices will be spread to disadvantaged, mobile migrant, and exceptional youth. Research findings on adult learning styles will be produced and matched with community learning resources for the adult career development and learning component. The knowledge and analysis component will include research on experiential learning; knowledge synthesis, analyzing and describing major questions and issues in community based learning; and regional information sharing.

CC030013 $396,552 Lord

Career Decision Making.

Project Director: Winefordner, David

Organization: Appalachia Educational Laboratory, PO Box 1348, Charleston, WV 25325

Telephone: (304) 344-8371

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 03

Sponsoring Agency: National Institute of Education (ED), Washington, DC

Contract Number: NIE-400-80-0101

Funding Period: Start Date 01 Dec 79; End Date 30 Nov 80

Fiscal Year Funding: FY80; $396,552; 1 Dec 79 to 30 Nov 80

Descriptors: *Career Choice, *Career Exploration, *Program Development, Postsecondary Education

Identifiers: Federal, Proposal

Note: This activity was previously funded under grant NIE-G-78-0201

This project will be directed toward developing management procedures and program materials that will assist postsecondary students and adults in improving their career decisions. Specifically, program development will be centered upon a core structure of career exploration and decision-making materials and procedures designed to (1) be integrated into ongoing school curriculum and guidance programs; (2) provide direct experiences for the target population; (3) provide for a developmental approach over a span of years; (4) provide a range of alternatives for delivery, from semester courses to single direct experiences; (5) provide for a group delivery process, removing the dependence upon a one-to-one situation that is costly and inefficient; (6) take advantage of modern technology and management procedures; (7) utilize existing school facilities, staff, and career information resources; and (8) be implemented on a relatively low-cost budget.

CC030014 $140,595 Carroll

Work Orientation.

Project Director: Peterson, Robert
Organization: Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103
Telephone: (415) 565-3000
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 06
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Grant Number: NIE-G-80-0103
Funding Period: Start Date 01 Dec 80; End Date 30 Nov 82
Fiscal Year Funding: FY80; $140,595; 1 Dec 80 to 30 Nov 81
Descriptors: *Career Education, *Educational Development, *Values Education, *Work Attitudes, Values, Surveys, Educational Research, Program Planning
Identifiers: Federal, Proposal
Note: This activity was previously funded under grant NIE-G-78-0203. An additional $4,973 was charged to FY 1979. Total project dollars do not reflect projected monies for continuing years

Based upon the assumption that work-related values taught by educators help determine adult attitudes and job satisfaction, this project seeks to identify, understand, and assist education efforts to teach about work. Questions addressed by this study will include determining if there is a signigicant role for schools in the development of work values; if there is a usable base of knowledge about work to support substantive education practices; and what additional steps are needed to enable schools to assume positive roles. Four tasks included in this project are a review and systematic analysis of major issues and trends in the nature of work and work attitudes; a survey of groups whose values are important factors in defining educational objectives and teaching about work; an assessment of the relative importance of education in relation to other factors in affecting youth attitudes about work; and consultation with experts from a variety of fields to develop recommendations for career education, vocational education, and other work-related education programs.

CC030015 $50,000 Borkow

Defiers of Negative Predictions of Success: A Case Study.

Project Director: Braithwaite, Ronald; Gordon, Edmund
Organization: Howard University, 2400 6th Street, NW, Washington, DC 20059
Telephone: (804) 686-6770
Organization Type: College/University
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Grant Number: NIE-80-0180
Funding Period: Start Date 01 Nov 80; End Date 31 Dec 81
Fiscal Year Funding: FY80; $50,000; 1 Nov 80 to 31 Oct 81
Descriptors: *Success, *Predictor Variables, *Achievement Need, *Case Studies, Interviews
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

Data will be collected on fifteen individuals who have succeeded despite negative predictions of success. The fifteen adults, identified through Project Talent and Hampton Institute data files, will be questioned through in-depth retrospective life history interviews. The interview questions will be primarily open ended and will focus on the positive side of achievement. The intent of the interviews will be to systematically capture significant events in the respondents' lives. A taxonomy will be developed to operationalize and explain key factors which emerge. The results will be submitted to professional meetings and published in a monograph.

CC030016 $197,565 Muraskin

Inequality of Opportunity in American Higher Education and Career Experience: A Policy Analysis.

Project Director: Karabel, Jerome
Organization: Huron Institute, 123 Mt. Auburn Street, Cambridge, MA 02138
Telephone: (617) 491-5480
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 08
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Grant Number: NIE-G-77-0037
Funding Period: Start Date 01 Jul 77; End Date 31 Mar 81
Fiscal Year Funding: FY77; $127,630; 1 Jul 77 to 30 Jun 79. FY79; $69,935; 1 Jul 79 to 31 Mar 81
Descriptors: *Track System Education, *Equal Opportunities Jobs, *Underemployment, *Educational Quality, Social Stratification, Policy Formation, Equal Education, Community Colleges, Longitudinal Studies, Higher Education, Admission Criteria, Open Enrollment, Educational Research
Identifiers: Federal, Proposal

A detailed, empirical analysis of the relationship between tracking in higher education and the social stratification system will be provided. Origins and consequences of major policy changes in the organization of the higher education system will be analyzed to determine if the tracking system threatens to increase inequality of opportunity in American society and the effects on equality of oppoutunity of specific policies that have introduced changes in the tracking system structure. The investigation of the linkage between hierarchy within the higher education system and the stratification process will be based on nationally representative longitudinal data from the national longitudinal surveys conducted by the Center for Human Resource Research at Ohio State University, the Cooperative Institutional Research Program of the American Council on Education, and the University of California at Los Angeles. The effects of college quality on variables including educational and occupational aspirations, academic self-concept, persistence in college, attendance at graduate or professional school, early adult income and occupational status, and job commitment and satisfaction will be studied. College-educated underemployed workers will be studied to determine if attendance at a low-ranking institution is positively correlated with subsequent underemployment, job dissatisfaction, and susceptibility to political extremism. Community college and elite college graduates will be analyzed separately. Analysis of the origins and consequences of changes in the tracking system structure will be based on evidence gathered in two policy evaluation studies: open admissions at the City University of New York and tracking in the three-tiered California system of public higher education. Studies will focus on the social consequences of changes and on the political process by which change takes place. Barriers to change also will be identified. The availability of nationally representative data on the early career experiences of community college vocational students will permit preliminary policy evaluation designed to determine whether further growth of these programs is likely to enhance or diminish equal opportunity.

CC030017 $47,800 Ortiz-Franco

Identifying Learning Handicaps of College-age Spanish-speaking Bilingual Students Majoring in Technical Education.

Project Director: Gerace, William; Mestre, Jose
Organization: University of Masschusetts, Department of Physics and Astronomy, Amherst, MA 01003

Telephone: (413) 545-1310
Organization Type: College/University
Geographic Location: Congressional District 01
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Grant Number: NIE-G-79-0094
Funding Period: Start Date 01 Sep 79; End Date 31 Aug 82
Fiscal Year Funding: FY80; $47,800; 1 Sep 79 to 31 Aug 80
Descriptors: *Bilingual Students, *Interference Language, *Learning Processes, *Test Bias, *Spanish Speaking, Problem Solving, Testing Problems, Science Education, Mathematics Education, Higher Education
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

Project staff will determine bilingual students' preconceptions and misconceptions before, during, and after taking a technical course and how they differ from monolingual students'; if bilingual students retail misconceptions formed in their dominant language that have been resolved in their nondominant language; if a bilingual student's thinking ability in terms of accuracy and speed is dependent upon the language in which the information is needed to solve the problem was learned; to what extent the stumbling blocks of bilingual students in technical tests are due to subtle language misunderstandings; and if difficulties encountered by bilingual students in developing problem solving skills are different from or similar to monolingual students. Data will be collected from forty to fifty undergraduate Spanish-speaking bilingual students in the minority engineering program and the bilingual collegiate program majoring in science or mathematics through videotaped clincial interviews of students solving problems in physics, written examinations, and consultations with tutors and professors teaching technical courses to bilingual students. Protocol analysis will be used. Project results may facilitate attempts to design remedial materials for bilingual students majoring in a technical field.

CC030018 $55,000 Simmons

Educational Achievement in Prison Schools.

Project Director: Edwards, Ozzie L.
Organization: Harvard University, Graduate School of Education, Cambridge, MA 02138
Telephone: (617) 495-3561
Organization Type: College/University
Geographic Location: Congressional District 01
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Funding Period: Start Date 01 Sep 80; End Date 31 Jan 82
Fiscal Year Funding: FY80; $55,000; 1 Sep 80 to 31 Aug 81
Descriptors: *Prisoners, *Academic Achievement, *Influences, *Correctional Education, *Individual Characteristics, Comparative Analysis, Statistical Analysis, Adult Education, Educational Research, Correctional Institutions
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

Sources of social, psychological, and contextural support for academic achievement among adult prison inmates will be identified. A detailed description of the characteristics and experiences of academically successful prison inmates, emphasizing relationships which enable and reinforce educational achievement, will be provided and compared with characteristics and experiences of nonacademically oriented or academically unsuccessful inmates. Statistical analysis drawing upon inmates' experiences and characteristics as sources of explanation of achievement will be included. Researchers will determine the presence of relationships suggested in Edwin H. Sutherland's theory of differential association in forces which positively impact upon prison education.

CC030019 $71,869 Wirtenberg

Study of Social Processes That Inhibit or Enhance Competence and Interest in Mathematics among Highly Able Young Women.

Project Director: Fox, Lynn
Organization: Johns Hopkins University, Division of Education Evening College, 3400 North Charles Street, Baltimore, MD 21218
Telephone: (301) 338-8276
Organization Type: College/University
Geographic Location: Congressional District 03
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Grant Number: NIE-G-79-0113
Funding Period: Start Date 16 Sep 79; End Date 04 Sep 81
Fiscal Year Funding: FY79; $37,038; 16 Sep 79 to 15 Sep 80. FY80; $34,831; 5 Sep 80 to 4 Sep 81
Descriptors: *Mathematics, *Females, *Parent Influence, *Academically Gifted, *Family Environment, *Student Attitudes, Peer Influence, Teacher Influence, Adolescents, Educational Research, Self Esteem, Career Counseling
Identifiers: Federal, Proposal

Social processes will be investigated that relate to the development of interest, self-confidence, and competence in mathematics and mathematics careers among adolescent girls with superior mathematical ability. Home environment will be the primary focus; perceived support from schools, teachers, and peers also will be examined. Students who, as seventh graders in the 1979 talent search conducted at Johns Hopkins University, scored at or above 500 on the Scholastic Aptitude Test in mathematics will receive mail questionnaires; their parents will be interviewed. Samples of twenty-five high interest and twenty-five low interest girls will be included, as well as similar samples of boys. In the second year, a sample of fifty high ability but low interest girls will be surveyed; parents of twenty-five of the sample subjects will be interviewed. A variety of statistical techniques will be used, and additional descriptive

CC030020 $60,000 Richardson

Relationship of Significant Others, Parental and Teacher Influences to the Development of Self-concept, Science Attitudes, and Achievement among Adolescent Girls.

Project Director: Morse, Linda W.
Organization: Mississippi State Uiversity, Bureau of Educational Research and Evaluation. PO Box 5365, Starkville,State, MS 39762
Telephone: (603) 325-3221
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 01
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Grant Number: NIE-G-79-0159
Funding Period: Start Date 30 Sep 79; End Date 30 Sep 81
Fiscal Year Funding: FY79; $30,000; 30 Sep 79 to 30 Sep 80. FY80; $30,000; 30 Sep 80 to 30 Sep 81
Descriptors: *Females, *Student Attitudes, *Peer Influence, *Science Careers, *Mathematics, *Teacher Influence, Grade 7, Grade 8, Achievement, Self Concept, Classroom Observation Techniques, Students Teacher Relationship, OccupationAL Aspiration, Science Interests, Educational Research, Parent Influence
Identifiers: Federal, Proposal

A study will be conducted to investigate the relationship of influences of significant others, including parents, teachers, and peers, on the attitudes and achievement of seventh and eight grade girls and the self-images which the subjects hold toward science and mathematics. Teacher-student interactions and peer-student interactions will be studied through classroom observation to determine whether teachers expect the same kinds of intellectual performance for boys and girls in science. Eight instruments will be assembled to measure students' attitudes toward science, including achievement, self-concept, sex-role concepts for males and females, influence of significant others, social status, and classroom interactions with teachers and peers. The 250 students will be about 45 percent black and 55 percent white and range in age from 15 to 25 years. If study results can identify social factors influencing girls not to participate in science, women may be more equitably represented in science and technology careers in the future.

CC030021 $69,487 Richardson

Women's Peer Groups and Choice of Career.

Project Director: Clement, Dorothy, C.; Eisenhart, Margaret A.
Organization: University of North Carolina, Chapel Hill, NC 27514
Telephone: (919) 933-3040
Organization Type: College/University
Geographic Location: Congressional District 02
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Grant Number: NIE-G-79-0108
Funding Period: Start Date 01 Sep 79; End Date 31 Aug 81
Fiscal Year Funding: FY79; $46,008; 1 Sep 79 to 31 Aug 80. FY80; $23,479; 1 Sep 80 to 31 Aug 81
Descriptors: *Career Choice, *Females, *Peer Influence, *College Students, *Nontraditional Occupations, *Science Careers, Mathematics, Occupational Aspiration, Science Interests, Educational Research
Identifiers: Federal, Proposal

A study will be conducted to explore the process by which women's career choices are influenced by their friends. In the first phase, a small group of minority and nonminority college women at two universities who are in the process of deciding on a major field will be selected, observed, and interviewed several times during the year before they declare a major. In the second phase, 1,000 sophomore women at the same universities will respond to a questionnaire which builds on findings from the first phase in an attempt to provide additional information on the association between peer group influence and choice of major. Results should aid educators and others in designing programs to provide peer support for women to pursue nontraditional careers in mathematics and science.

CC030022 $50,000 Borkow

Research on the Effects of Secondary School Curriculum and Personal Characteristics upon Postsecondary Educational and Occupational Patterns.

Project Director: Herr, Edward
Organization: Pennsylvania State University, University Park, PA 16802
Telephone: (814) 865-3427
Organization Type: College/University
Geographic Location: Congressional District 23
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Grant Number: NIE-G-80-0027
Funding Period: Start Date 28 Feb 80; End Date 28 Feb 81
Fiscal Year Funding: FY80; $50,000; 28 Feb 80 to 28 Feb 81
Descriptors: *Longitudinal Studies, *Followup Studies, *Outcomes of Education, *Educational Assessment, *Career Choice, *Job Performance, High School Graduates, Secondary Education, Educational Research
Identifiers: Federal, Proposal

Data will be collected from students who have been out of high school for five or seven years and added to the data base of the longitudinal vocational development study at Pennsylvania State University. With this data, it will be possible to evaluate the effects of different forms of secondary school education on subsequent educational choice and performance and on occupational choice, stability, and performance. With the additional data, eleven sub-studies will be possible.

CC030023 $30,001 Wirtenberg

Influence of Sex Roles on the Life Plans of Low Socioeconomic Status (SES) Adolescents.

Project Director: Corder-Bolz, Judy
Organization: Southwest Educational Development Laboratory, 211 East 7th Street, Austin, TX 78701
Telephone: (512) 476-6861
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 10
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Contract Number: 400-80-0107
Funding Period: Start Date 01 Dec 79; End Date 30 Nov 82
Fiscal Year Funding: FY80; $30,001; 1 Dec 79 to 30 Nov 80
Descriptors: *Adolescents, *Occupational Aspiration, *Socioeconomic Influences, *Sex Role, Interviews, Sociology, Minority Group Influences, Social Influences, Black Youth, Mexican Americans
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

The impact of social class, sex-role attitudes, and social psychological variables on low SES adolescents' future plans will be examined. Detailed information about the plans will be provided. In the first year, in-depth interviews will be conducted with low SES white adolescents. Research subjects for fiscal year 1981 and fiscal year 1982 will be black adolescents and Mexican-American adolescents respectively. Males and females will be considered separately. With information from this research, intervention strategies can be planned to enable adolescents to consider an expanded range of realistic options.

CC030024 $61,352 Goodwin

Delivery-level View of Federal Policies Affecting the Transition from School to Work.

Project Director: Elmore, Richard
Organization: University of Washington, Institute of Governmental Research, Graduate School of Public Affairs. Seattle, WA 98105
Telephone: (206) 543-0190
Organization Type: College/University
Geographic Location: Congressional District 07
Sponsoring Agency: National Institute of Education (ED), Washington, DC
Grant Number: NIE-G-80-0138
Funding Period: Start Date 17 Sep 80; End Date 16 Sep 82
Fiscal Year Funding: FY80; $61,352; 17 Sep 80 to 16 Sep 81
Descriptors: *Education Work Relationship, *Federal Legislation, *Delivery Systems. *Youth Employment, *Government Role, *Government School Relationship, Compliance Legal
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

A concept of implementation, "backward mapping," will be applied to the policy domain concerned with youths' transition from school to work. Most implementation studies begin with a law or regulation and track compliance with its requirements through various levels of government. This perspective emphasizes hierarchy, regulation, and fidelity to original objectives. The "backward mapping" approach begins with the lowest level of the system; examines transactions between service deliverer and recipient; and asks about the organizational, political, and practical constraints that operate on the government's ability to affect these transactions. This perspective emphasizes the exercise of discretion in the implementation process and incentives that operate at different levels in the service delivery system.

CC030025 $13,873 Muraskin

Education and the Development of an Urban Female Labor Force.

Project Director: Kaestle, Carl; Rury, John
Organization: University of Wisconsin, Department of Educational Policy Studies, Madison, WI 53706
Telephone: (608) 626-1760
Organization Type: College/University
Geographic Location: Congressional District 02
Sponsoring Agency: National Institute of Education (ED),

Washington, DC
Contract Number: NIE-400-79-0019
Funding Period: Start Date 01 Apr 79; End Date 31 Mar 81
Fiscal Year Funding: FY79; $13,873; 1 Apr 79 to 31 Mar 81
Descriptors: *Females, *Working Women, *Salary Wage Differentials, *Education Work Relationship, *Employment Opportunities, *Educational Attainment, Educational Research, Social Discrimination, Social Status, Educational Development
Identifiers: Federal, Proposal

The relationship of school and work for women will be studied and the development of educational services for women from 1890-1940 will be identified. The study will determine if there is a general correspondence between the industrial requirements of particular communities and the types of educational programs developed within them, the relationship of occupations and educational attainment to class, and if there was widespread wage discrimination against women or particular groups of women with educational attainment equivalent to men. Specific problems to be addressed are the historical development of special educational programs for women in the half-century following 1890, the relationship of education to occupational differentiation, and the relationship between education and women's wages. Research methods include traditional historical research and a quantitative examination of evidence drawn from census, local school, and federal government publications.

Fund for the Improvement of Postsecondary Education

CC040001 $124,230 MacDonald

Program for Adult Student Success.

Project Director: Hubbard, Charlene

Organization: Vincennes University, 1002 North First Street, Vincennes, IN 47591

Telephone: (812) 882-3350

Organization Type: Community/Junior College or Technical Institute

Geographic Location: Congressional District 08

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC

Grant Number: OEG-00-78-03739

Project Number: VU 2-78

Funding Period: Start Date 01 Jul 78; End Date 30 Jun 81

Fiscal Year Funding: FY78; $59,222; 1 Jul 78 to 30 Jun 79. FY79; $40,008; 1 Jul 79 to 30 Jun 80. FY80; $25,000; 1 Jul 80 to 30 Jun 81

Descriptors: *Outreach Programs, *Program Development, *Welfare Recipients, Adults, Ancillary School Services, Counseling Services, Demonstration Programs, Guidance Programs, Job Placement, Two Year Colleges

Identifiers: Federal, Proposal

In 1976, Vincennes University (Junior College) received a one-year grant from the Eli Lilly Endowment for a demonstration project to assist welfare recipients to successfully take advantage of educational opportunities and, thereby, reduce the necessity for public assistance. The three-year project will extend and broaden the original project by expanding the target population from a five to a sixteen-county area, by expanding the services to include a career placement center and a student orientation day, and by expanding on-campus support for welfare students. Procedures include (1) contacting all the welfare directors of the sixteen Indiana counties for information and assistance; (2) publicizing the program through television, radio, newspapers, and a brochure; (3) making home visits to all those who express an interest in the program; (4) testing applicants for aptitudes and interest; (5) providing child care and transportation assistance to those applicants who need them; (6) setting up biweekly meetings and tutorial sessions for adult students; (7) providing placement services for graduates of any of the Vincennes programs; and (8) establishing a model program for replication elsewhere.

CC040002 $171,732 Stoel

Neighborhood Women's College Program.

Project Director: Tichenor, Ellen

Organization: Lutheran Social Mission Society, Lutheran Settlement House, 1340 Frankford Avenue, Philadelphia, PA 19125

Telephone: (215) RE-9-6041

Organization Type: Public Sector Organization

Geographic Location: Congressional District 03

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC

Grant Number: OEG-00-78-04164

Project Number: 0769

Funding Period: Start Date 01 Jul 78; End Date 30 Jun 81

Fiscal Year Funding: FY78; $49,166; 1 Jul 78 to 30 Jun 79. FY79; $57,358; 1 Jul 79 to 30 Jun 80. FY80; $65,208; 1 Jul 80 to 30 Jun 81

Descriptors: *Community Colleges, *Disadvantaged, *Institutional Cooperation, *Womens Education, Associate Degrees, College Curriculum, Community Education, Two Year Colleges, Guides, Outreach Programs

Identifiers: Federal, Proposal

In cooperation with the Community College of Philadelphia, a community-based associate degree program for the working class women of Fishtown-Lower Kensington has been established. These women are hampered in pursuing higher education because of limited mobility, family responsibilities, low income, and cultural factors. Long-range goals of the project include enhanced employability, increased educational status, improved self-concept, effectiveness in community development, and spinoff benefits to families. Program development over the next three years will focus on curriculum development at the preparatory and college levels; expansion of support services to meet aspirational needs of women with associate arts degrees and to provide adequate information and advice concerning educational and career options; and extension of resources and expertise to other institutions of higher learning and to community and women's groups through compilation and publication of manuals and pamphlets describing the program. Short-range goals include (1) conducting a series of re-socialization groups designed to clarify women's goals, (2) establishing a resource library on area schools and special educational and training programs, (3) assisting with financial aid procedures, (4) developing community-based practicums as the basis of an effort to place seventy percent of graduates in community employment, (5) maintaining a consistent enrollment of at least fifty women and keeping the attrition rate below ten percent, (6) recruiting qualified faculty who are interested in community-based education and opportunities for working class people, and (7) developing and pilot testing a preparatory math skills/math anxiety course. Both internal and external evaluation will be conducted.

CC040003 $66,109 Kaplan

Alternative for Professional Textile Arts Training.

Project Director: Jouret, Ellen G.

Organization: Pacific Basin School of Textile Arts, 1641 San Pablo Avenue, Berkeley, CA 94702

Telephone: (415) 526-9836

Organization Type: Community/Junior College or Technical Institute

Geographic Location: Congressional District 08

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC

Grant Number: OEG-00-79-03417

Project Number: 925AH91130

Funding Period: Start Date 01 Sep 79; End Date 31 Aug 82

Fiscal Year Funding: FY79; $33,370; 1 Sep 79 to 31 Aug 80. FY80; $32,739; 1 Sep 80 to 31 Aug 81

Descriptors: *Career Development, *Certification, *Craftsmen, *Textiles Instruction, Business Education, Marketing, Merchandising, Postsecondary Education

Identifiers: Federal, Proposal, *Textile Arts

Note: Total project dollars do not reflect projected monies for continuing years

To aid artisans in dealing with career problems, Pacific Basin School of Textile Arts will provide a professional career development program in textile arts. The program will be accessible to a varied population in terms of cost, responsiveness to individual goals, and appropriate training for professional work in the field, including self-support skills. The program will require a minimum of two years or six quarters of study. In addition to the school's current comprehensive curriculum in textile art techniques, design, and history, appropriate professional training courses in production and marketing will be added. Students will acquire a professional approach to producing textiles through training in realistic planning, cost control, and efficient production methods—all within the context of high esthetic and craftsmanship standards. Students will also be encouraged to explore their attitudes towards business, money, and efficient use of their time. They will be given opportunities to successfully use business skills in laboratory settings. Such skills training will include record and bookkeeping, pricing, sales tax, and copyright planning, and an introduction to relevant law. A two-year certificate program will be implemented. Candidates will be certified on the basis of periodic evaluations of work, the extent to which objectives have been met, a master project in the area of specialization, and a final portfolio developed over the course of study.

CC040004 $125,525 Hoffman

Woman's Building Feminist Education Project.

Project Director: Nightingale, Janice

Organization: Women's Community, Inc, The Woman's Building, 1727 North Spring Street, Los Angeles, CA 9001

Telephone: (213) 221-6161

Organization Type: Public Sector Organization

Geographic Location: Congressional District 09

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC

Grant Number: OEG-00-79-05047

Project Number: 925AH91214

Funding Period: Start Date 01 Aug 79; End Date 31 Jul 81

Fiscal Year Funding: FY79; $57,825; 1 Aug 79 to 31 Jul 80. FY80; $67,700; 1 Aug 80 to 31 Jul 81

Descriptors: *Art Education, *Educational Alternatives, *Womens Education, Art Appreciation, Artists, Females, Feminism, Film Production, Graphic Arts, Nontraditional Students, Visual Arts, Writers

Identifiers: Federal, Proposal

The purpose of this three-year project is to provide an improved form of hands-on, grassroots arts education to a highly varied population of women. Existing Woman's Building programs include writing, video production, graphics, and visual arts. Courses range in length from two years to a seven-week summer arts program. Procedures for improvement include acquisition of resources and materials to improve and extend programs, active student recruitment (especially minority and older women), improved student financial aid, establishment of a counseling service for two-year students, establishment of off-campus registration and extended classrooms, involvement of students in assessing and improving programs, and regular staff education. Expected outcomes include increased career placement of students, establishment of alternative means of certification and skill documentation, creation of feminist-based educational materials for programmatic use, and increased student artistic experience and professional exposure through public exhibits, readings, and shows. In addition, the project will help educate the community at large to an acceptance and appreciation of woman as artist and her artistic work.

CC040005 $72,150 Gomez

Native American Service Career Development Model.

Project Director: Hill, Norbert S. Jr

Organization: Colorado University, Office of Minority Affairs, Academic Affairs, Boulder, CO 80309

Telephone: (303) 492-8241

Organization Type: College/University

Geographic Location: Congressional District 02

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC

Grant Number: OEG-00-79-03903

Project Number: 925AH90474

Funding Period: Start Date 01 Sep 79; End Date 28 Feb 81

Fiscal Year Funding: FY79; $55,000; 1 Sep 79 to 31 Aug 80. FY80; $17,150; 1 Sep 80 to 28 Feb 81

Descriptors: *American Indians, *Career Development, *Physical Sciences, *Science Careers, *Summer Programs, Secondary School Science

Identifiers: Federal, Proposal

The purpose of this project is to encourage and facilitate the entry of native Americans into professions in the physical sciences and related fields by providing a summer sciences institute at the University of Colorado at Boulder. The program is designed to provide a concentrated four-week course to twenty-five selected native American students enrolled in their pivotal high school years (sophomore and junior levels). A battery of courses—mathematics, English, reading, and general science—will be mandated as basic skills development or remedial education. To complement the general science curriculum, special sessions will be held at least three days per week during which science specialists will present materials, and field trips will be taken to various scientific project sites. The primary areas of specialization will include geology, chemistry, biology, computer science, agronomy, meteorology, physics, various forms of engineering, anatomy, physiology, zoology, and botany. Each student will receive individual counseling by native American counselors throughout the four-week session. The program will be housed within the American Indian Educational Opportunity Program facilities on the campus and will have the benefit of that program's established experience. The program will also have the continuing benefit of advice and counsel rendered by a Board of Advisors composed of prominent members of the educational communities of the tribal groups anticipated to be served most immediately (i. e. Navajo, Lakota, Chippewa, Pueblo, Zuni, Hopi, Kiowa). Participants will be selected from a nine-state region. It is hoped success of the project will enable its replication nationwide.

CC040006 $99,771 Rolzinski

Practical Management and Organizational Development Training.

Project Director: Frye, Joseph M. Jr

Organization: Kentucky Highlands Investment Corporation, PO Box 628, London, KY 40741

Telephone: (606) 864-5175

Organization Type: Business/Industry/Labor

Geographic Location: Congressional District 05

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC

Grant Number: OEG-00-79-05162

Project Number: 925AH90900

Funding Period: Start Date 01 Sep 79; End Date 31 Aug 82

Fiscal Year Funding: FY79; $55,030; 1 Sep 79 to 31 Aug 80. FY80; $44,741; 1 Sep 80 to 31 Aug 81

Descriptors: *Community Development, *Decision Making Skills, *Economic Development, *Leadership Training, *Administrator Education, Community Leaders, Community Organizations, Community Planning, Technical Assistance

Identifiers: Federal, Proposal, *Entrepreneurs, *Small Business Management

Note: Total project dollars do not reflect projected monies for continuing years

The purpose of this three-year project is to train and counsel small business owner-managers and civic leaders in community organizations to acquire and use decision-making and planning skills to initiate and sustain community-based economic development. Specific outputs of the program will be (1) onsite managerial problem-solving assistance and counseling; (2) management workshops for approximately thirty-eight business entrepreneurs; (3) organization development workshops for approximately forty-eight social leaders or entrepreneurs; (4) a referral network of civic, community, business, and social leaders; (5) a bookkeeping and financial consulting service; and (6) evaluation instruments designed to determine program effectiveness and to revise program activities. In addition to learning decision-making and problem-solving skills, business entrepreneurs will learn to control production, inventory, sales, cash, etc. ; to analyze and use financial information; to improve production flow, marketing strategies, control systems, etc. ; and to operate at a profit or increase profitability. Social entrepreneurs will learn to assess accurately community problems and identify solutions; plan changes in existing institutions or build new ones and implement these plans; tap other "people" resources in the community; understand and use organizational skills; set goals for their organizations and communicate these effectively to the community; and seek and use feedback from community residents. Activities involved in carrying out the proposed program involved three areas: locating and selecting participants; managing a revolving loan fund which, in conjunction with local banks, provides the capital necessary to finance the operations of new or expanded ventures; and providing onsite technical assistance and counseling.

CC040007 $147,140 Hoffman

Bachelor of Science Degree Program in Public Policy.

Project Director: Fruchter, Norman D.
Organization: Saint Peter's College, 2641 Kennedy Boulevard, Jersey City, NJ 07306
Telephone: (201) 333-4400
Organization Type: College/University
Geographic Location: Congressional District 14
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-79-02959
Project Number: 925AH90993
Funding Period: Start Date 01 Sep 79; End Date 31 Aug 81
Fiscal Year Funding: FY79; $54,750; 1 Sep 79 to 31 Aug 80. FY80; $92,390; 1 Sep 80 to 31 Aug 81
Descriptors: *Adult Students, *Curriculum Development, *Low Income Groups, *Public Service Occupations, *Nontraditional Students, Colleges, Counseling Services, Minority Groups, Postsecondary Education, Flexible Scheduling
Identifiers: Federal, Proposal

St. Peter's College will expand its current two-year associate degree program in public policy to a five-year bachelor of science degree. The program will provide (1) education, skills, and training necessary for low-income public sector workers to achieve job advancement and to perform effectively at administrative and supervisory levels; (2) financial aid resources; (3) integrated, innovative curriculum organized into intensive modules to fit the time schedule of working adults; and (4) flexible administration and a comprehensive student support system to meet the needs of nontraditional adult learners. About thirty public sector workers will be recruited, most of whom are graduates of the current two-year public policy program. Program goals include maintaining an overall student retention rate of 75 percent; providing financial aid counseling and supportive individual counseling; and continuing current modular scheduling, using Saturdays, weekends, and intensive weeks (during which students are granted work-release time) to create the most effective learning environment. The program will serve as a model to other urban colleges and postsecondary institutions faced with declining traditional enrollments who are prepared to reshape traditional curricula; develop new and relevant course scheduling patterns; and provide effective student support services for low income, minority, adult nontraditional learners.

CC040008 $69,831 Hill

Migrant Educational Opportunities Program.

Project Director: Mattera, Gloria
Organization: State University of New York, College at Geneseo, Migrant Center, State University College, Geneseo, NY 14454
Telephone: (202) 245-8091
Organization Type: College/University
Geographic Location: Congressional District 28
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-79-03421
Project Number: 925AH91141
Funding Period: Start Date 15 Jul 79; End Date 31 Jan 81
Fiscal Year Funding: FY79; $46,399; 15 Jul 79 to 14 Jul 80. FY80; $23,432; 15 Jul 80 to 31 Jan 81
Descriptors: *Dropout Prevention, *Educational Opportunities, *Migrant Education, * *Program Development, Career Guidance, Postsecondary Education, Secondary Education
Identifiers: Federal, Proposal

Through a previous grant, the Geneseo Migrant Center developed the Migrant Educational Opportunities Program (MEOP). The goal of this present three-year project is to implement the model MEOP and increase the number of interstate migrant youth who successfully complete postsecondary programs of their choice. The two major aims of the project are to identify East Coast interstate migrant youth between the ages of thirteen and twenty-five and inform them of career and educational opportunities, and to disseminate the principal and relevant components of the MEOP project nationally. Specific objectives of the project are to (1) decrease the high school dropout rate of interstate migrant youth on the East Coast; (2) increase migrant youths' knowledge of career opportunities and education beyond the secondary level; (3) increase their knowledge of financial aid available for attending postsecondary programs; (4) help secondary and postsecondary institutions make changes in career guidance resources to meet needs of migrant youth; (5) impact upon the conditions that cause migrant youth to drop out of school at an early age (i. e. poor self-concept, lack of parental involvement, poverty and its resulting conditions, loss of credit for courses taken in other than home base state, etc.); and (6) implement the principal and relevant components of the MEOP model in the migrant streams of at least ten far west and middle states through an intensive and thorough dissemination plan.

CC040009 $201,372 Ehrmann

Police Management Writing: A Curriculum Development and Teaching Project.

Project Director: Pfeffer, Arthur S.
Organization: New York City Police Foundation, 345 Park Avenue, New York, NY 10022
Telephone: (212) 526-8004
Organization Type: Public Sector Organization
Geographic Location: Congressional District 18
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-79-05044
Project Number: 925AH91344
Funding Period: Start Date 01 Sep 79; End Date 31 Aug 81
Fiscal Year Funding: FY79; $87,269; 1 Sep 79 to 31 Aug 80. FY80; $114,103; 1 Sep 80 to 31 Aug 81
Descriptors: *Communication Skills, *Curriculum Development, *Police, *Technical Writing, *Writing Skills, Adult Education
Identifiers: Federal, Proposal
Note: 79; 87269; 01Sep79; 31Aug80. 80; 114103; 01Sep80; 31Aug81

This project will develop and test a curriculum to improve administrative writing in the New York City Police Department as a means of increasing the effectiveness of police communications and the department's services to the public. The project has three stages: information gathering and analysis, curriculum development, and pilot courses and evaluation. Because police writing is relatively autonomous, it will be necessary to collect sample writings and analyze them. Also required is a complementary observation of how officials write, edit, and interpret documents. (Because of the sensitive nature of many police communications, documents will be prescreened by the project's police liaison-advisor.) In general, the curriculum will concentrate on primary and secondary police writing skills. Primary skills include identifying the purpose and audience of a piece of writing, selecting relevant data from large amounts of information, defining unfamiliar terms, eliminating jargon, and organizing and summarizing points and data. Secondary skills include constructing reports from interviews, constructing narratives, distinguishing fact from inference, and interpreting and translating legal and statutory language. Probably no single course will incorporate all of the required skills, and certain courses may be designed to meet the requirements of specific bureaus and commands. Pilot courses will be conducted for three montns with a three-month follow-up. Evaluations will be conducted by those engaged in the project and by outside experts. The curriculum is intended to be transportable and will be disseminated through presentations at national conferences.

CC040010 $233,476 MacDonald

Urban Educational Center Associate Degree Project.

Project Director: Hermanson, John
Organization: Rhode Island College, Urban Education Center, 830 Eddy Street, Providence, RI 02905
Telephone: (401) 456-8185
Organization Type: College/University
Geographic Location: Congressional District 01
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-79-03143
Project Number: 925AH90607

Funding Period: Start Date 15 Jul 79; End Date 14 Jul 82
Fiscal Year Funding: FY79; $127,866; 15 Jul 79 to 14 Jul 80. FY80; $105,610; 15 Jul 80 to 14 Jul 81
Descriptors: *Economicallly Disadvantaged, *Minority Groups, *Skill Centers, *Urban Education, *Adult Programs, Associate Degrees, Intercollegiate Cooperation, Counseling Services, Dual Enrollment, Experiential Learning, Postsecondary Education, School Holding Power
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

Rhode Island Junior College and Rhode Island College's Urban Education Center will collaborate to establish a personalized, work-related associate degree program for urban disadvantaged and minorities. Project components will include (1) assessment of experiential learning and of noncollegiate-sponosred learning (borrowing from and adapting models already tested but with emphasis on assessing trade and blue-collar skills); (2) combined academic, career, and personal counseling; (3) six courses leading toward three possible majors through a dual enrollment policy; and (4) a remedial skills center with both personalized and computer-assisted instruction. It is anticipated that approximately 75 to 100 adults from minority and low income families will be served. Expected outcomes include recruitment of minority students, 85 percent of whom would not have continued their education otherwise; development of a close working relationship between two public institutions of higher education; acceleration of the state's efforts to develop workable, efficient methods for identifying, verifying, and crediting experiential learning; development of a much needed remedial skills center in the inner city; retention of disadvantaged and minority adults in postsecondary programs; and development of increased self-respect, self-awareness, and personal satisfaction on the part of the program learners.

CC040011 $191,799 Hill

Wisconsin Vocational-Technical Adult Education (VTAE) Individualized Audiovisual Instructional Materials Production.

Project Director: Brumm, Loren
Organization: Wisconsin State Board of Vocational, Technical, and Adult Education, Office of Contracts and Grants. 4802 Sheboygan Avenue, Madison, WI 53702
Telephone: (608) 266-2318
Organization Type: State Education Agency
Geographic Location: Congressional District 02
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-79-04450
Project Number: 925AH90309
Funding Period: Start Date 01 Oct 79; End Date 30 Sep 82
Fiscal Year Funding: FY79; $93,356; 1 Oct 79 to 30 Sep 80. FY80; $98,443; 1 Oct 80 to 30 Sep 81
Descriptors: *Audiovisual Instruction, *Agency Cooperation, *Material Development, *Competency Based Education, *Consortia, Individualized Instruction
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

The Wisconsin VTAE system for a number of years has been changing its method of instruction to an individualized, competency-based format. The most difficult and costly problem is obtaining quality audiovisual materials to enable students to start, stop, and learn at their own pace. This project will establish an audiovisual materials production consortium. The consortium will be established through a formal inter-agency agreement between the majority of Wisconsin VTAE districts and the Wisconsin Board of Vocational, Technical, and Adult Education. The consortium will provide an organizational structure through which the VTAE districts can jointly identify, plan, and produce mutually needed competency-based audiovisual materials. The consortium structure will reduce duplicate production of high demand AV materials and increase the quality of the materials produced to the point that they could be copyrighted and distributed nationally. The consortium could eventually be supported through royalty revenues from national distribution of audiovisual productions, external grants and gifts, and district contributions. This project is supported by the Board and Wisconsin VTAE districts. In addition, other states are interested in the project. There is also potential for replicating the consortium model. If other states were to form similar consortia, an interstate system for production and sharing of competency-based audiovisual materials might eventually be established.

CC040012 $100,710 Fullilove

Workers As Students: Meeting the Need for Financial Aid Counseling.

Project Director: Pollack, Ronald
Organization: College of New Rochelle, School of New Resources, Xavier Building, New Rochelle, NY 10801
Telephone: (914) 632-5300
Organization Type: College/University
Geographic Location: Congressional District 24
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-80-05084
Project Number: 925AH01357
Funding Period: Start Date 01 Jul 80; End Date 30 Jun 82
Fiscal Year Funding: FY80; $100,710; 1 Jul 80 to 30 Jun 81
Descriptors: *Student Financial Aid, *Adult Students, *College Students, *Counselor Training, *Adult Counseling, *Self Supporting Students, *Need Analysis Student Financial Aid, College Applicants, Nontraditional Students, Postsecondary Education, Financial Needs, Student Costs
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

The College of New Rochelle, in collaboration with the college board, will develop and implement a financial aid counseling program for full-time working adults who are also college students at the School of New Resources. Project goals will be to discover and provide information about often neglected, work-related financial aid sources for adult full-time students; improve training of full-time financial aid counselors to provide accurate information about these sources and help students apply for them; instill in the business affairs, financial aid, and bursar's staff a sensitivity to the social and psychological needs of adults; provide students with estimates of personal costs and inform them of financial aid available before they register; increase amount of financial aid and improve financial aid services to increase retention of working students; disseminate information on financial aid sources to libraries, CETA programs, educational opportunity centers, and others; and evaluate, document, and disseminate to other postsecondary institutions the administrative and organizational procedures, training program, and information on aid sources to help establish financial aid counseling services. A data base of work-related student financial aid will be developed by conducting a library search and mailing a questionnaire to work-related organizations and agencies; a computerized retrieval system will be developed and maintained. Financial aid counselors will be trained to use the computer-assisted search system and to improve knowledge of the regular aid program to discover provisions relating to adult learners. Counselors also will receive affective training to sensitize them to special social and pyschological needs of working students. A computer module system interfaced with an existing bursar's system will provide instant financial aid analysis and generate a complete financial aid package at each registration location for each student. College board staff will conduct project evaluation, including monitoring of student retention.

CC040014 $39,927 MacDonald

High-Technology Industries: Staff Training Exposure Program.

Project Director: Saunders, Laura W.
Organization: New Environments for Women, Inc, 294 Washington Street, Room 305, Boston, MA 02108
Telephone: (617) 426-5515
Organization Type: Business/Industry/Labor

Geographic Location: Congressional District 08
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Project Number: 925AH01589
Funding Period: Start Date 01 Aug 80; End Date 31 Jul 82
Fiscal Year Funding: FY80; $39,927; 1 Aug 80 to 31 Jul 81
Descriptors: *Disadvantaged Youth, *Technical Occupations, *Occupational Information, *Career Counseling, *Resource Materials, Technology, Information Dissemination, Inservice Education, Science Education, Mathematics Education
Identifiers: Federal, Proposal, *Comprehensive Employment and Training Act, High Technology Occupations
Note: Total project dollars do not reflect projected monies for continuing years

Comprehensive Employment and Training Act (CETA) youth staff's familiarity with high technology occupations will be increased; workable models for increasing access of CETA-eligible youth, especially young women, to these occupations will be demonstrated; and systems for transmitting high technology occupational information to CETA staff in a form immediately usable in the field will be established. Features of the intervention approach will include exposure training conferences for core groups of CETA youth staff and CETA youth in the state; development of attractive and immediately useful resource materials for staff and youth on understanding scientific and technical occupations and building basic competencies for access; development of local and regional access linkages involving industries, training systems, community-based organizations, and prime sponsors-subgrantees; technical assistance to local youth staff in disseminating high technology information to other youth and staff, and designing-implementing locally appropriate programs to increase access; and disseminating resource packages and local models to state and national audiences and developing systems for continued knowledge flow from the high technology field to local service deliverers. Expected outcomes will include visibility and active use of the project's activities and products; a positive attitude towardy math- and science-based careers among CETA youth staff and youth; the existence of self-sustaining program modifications at the local level designed to increase high technology access; working linkages among CETA youth staff, private industry, and education and training programs; and commitment of state and local administrators to building on the project benefits. Products will include a project newsletter, staff resource manual, staff training conference design, youth resource booklet, youth exposure workshop design, and report on ten local program initiatives.

CC040015 $66,887 Hornig

Baccalaureate Level Consortium between Alabama's Traditionally Black Institutions and the School of Community and Allied Health at University of Alabama in Birmingham.

Project Director: Kincaid, Bernard
Organization: University of Alabama in Birmingham, School of Community and Allied Health. University Station, Birmingham, AL 35294
Telephone: (205) 934-5614
Organization Type: College/University
Geographic Location: Congressional District 06
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-80-05087
Project Number: 925AH01664
Funding Period: Start Date 01 Aug 80; End Date 31 Jul 82
Fiscal Year Funding: FY80; $66,887; 1 Aug 80 to 31 Jul 81
Descriptors: *Consortia, *Black Colleges, *Black Education, *Allied Health Occupations Education, *Career Counseling, *Educational Opportunities, Postsecondary Education, Intercollegiate Cooperation, Articulation Education, Student Recruitment, Cost Effectiveness
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

Project staff will expand the postsecondary educational opportunity for minority students enrolled in the state's traditionally black four-year colleges and universities (TBIs) through the development of a consortium among the eight TBIs and the School of Community and Allied Health (SCAH) at the University of Alabama. The consortium will provide a mechanism for minority students to enroll in baccalaureate allied health training programs not presently available on the TBI campuses. The project will allow the SCAH to serve as an extension of the individual TBI campuses. Objectives include developing formal, interinstitutional agreements to develop and implement curriculum articulation and coordination; developing a baccalaureate-level allied health career counseling process for students enrolled in the TBIs by establishing a network of advisors; and making the baccalaureate-level consortium an ongoing part of the SCAH without outside funding by 1983. Anticipated outcomes include improving postsecondary educational opportunities for TBI students, developing a cost-effective approach to training health professionals at the baccalaureate level, and establishing new career paths for minority students and increasing the number of minorities in allied health professions. A handbook will be developed to use in academic advising and to clarify the consortium agreement. Internal and external evaluation will be conducted, including a graduate follow-up survey. Project reports will be disseminated.

CC040016 $70,659 Rolzinski

Community-Based Career Guidance Program for Black Women.

Project Director: Monk, Cheryl
Organization: Black Career Women, Inc, 3696 Dogwood Lane, Cincinnati, OH 45213
Telephone: (513) 731-0598
Organization Type: Business/Industry/Labor
Geographic Location: Congressional District 08
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Contract Number: OEC-300-80-0791
Project Number: 925AH00548
Funding Period: Start Date 01 Sep 80; End Date 30 Aug 82
Fiscal Year Funding: FY80; $70,659; 1 Sep 80 to 30 Aug 81
Descriptors: *Working Women, *Blacks, *Professional Development, *Employment Services, *Community Involvement, *Self Help Programs, *Career Guidance, Promotion Occupational, Career Counseling, Job Placement, Clearinghouses, Information Dissemination, Consultants, Employment Opportunities, Education Work Relationships
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

Black Career Women, Inc. will attempt to respond to the needs and concerns of black women in the work force in professional development and career advancement by establishing an office that would serve Cincinnati and outlying areas; providing professional services in job preparation and placement; developing and implementing a resume system and record retention of necessary papers; maintaining contact with the community to provide data to concerned women about position openings and work with them on skill development and maintenance to ensure them of obtaining and retaining advanced career opportunities; providing services in a centrally located office during regularly scheduled hours, with built-in flexibility to accommodate schedules of working women; documenting all segments of work to determine the effectiveness of the part-time team concept; using a telephone service to stay in touch with the community; publishing and distributing newsletters and other materials; encouraging staff to attend business conferences and workshops to broaden their areas of expertise; and expanding the program to a national network. Products will include a job clearinghouse system, seminars and educational programs, a resume information system, data collection on black women workers, a model office, newsletters, self-help programs, and a system for supplying black women consultants to employers. Internal, external, and participant evaluations will be conducted.

CC040017 $100,000 Ehrmann

Measurement of Outcomes of Management Education: A

Feasibility Study.

Project Director: Laidlaw, William K. Jr

Organization: American Assembly of Collegiate Schools of Business, 11500 Olive Street, Suite 142, St. Louis, MO 63141

Telephone: (314) 872-8481

Organization Type: National/Federal Education Agency

Geographic Location: Congressional District 02

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC

Grant Number: OEG-00-80-05887

Project Number: 925AH01761

Funding Period: Start Date 01 Sep 80; End Date 31 Aug 81

Fiscal Year Funding: FY80; $100,000; 1 Sep 80 to 31 Aug 81

Descriptors: *Business Education, *Educational Assessment, *Cognitive Ability, *Accreditation Institutional, *Outcomes of Education, Accounting, Educational Quality, Qualifications, Educational Research, Feasibility Studies, Measurement Techniques

Identifiers: Federal, Proposal

Note: Total project dollars do not reflect projected monies for continuing years

The American Assembly of Collegiate Schools of Business will conduct a multistage project to identify critical knowledge, skills, and abilities of business school undergraduates and graduates; assess the feasibility of measuring these factors; and consider ways in which accreditation procedures might incorporate processes that focus on these factors. In phase 1, two general sets of qualities of business school graduates needed to meet management needs were identified. The two sets, described together as output variables, were labeled cognitive and noncognitive. In phase 2, research will focus on the extent to which output variables can be measured by cost effective techniques; the degree to which output standards for accreditation are seen by students, faculty, and the business community as appropriate; and the extent to which business school experience contributes to the amount of the output variables possessed by its graduates. Several of the cognitive and noncognitive qualities identified will be evaluated with instruments created for the project or adapted from instruments used in industrial settings. Tests to yield group reliable measures for areas such as accounting and finance will be created; instruments such as an in-basket exercise to measure organizing, planning, and decision-making skills and the Test of Thematic Analysis to measure the ability to perceive and understand structure within a set of complex information will be adapted. A methodology will be developed for assessing the extent to which a business school experience contributes to levels of knowledge, skills, and so on possessed by its graduates. If the research shows that output factors can be useful for accreditation, it will be possible to develop accreditation procedures to evaluate the quality of business school graduates more directly than do the standards now in use. The procedures used may serve as accreditation models for other schools who need to maintain high standards of quality among graduates and who need to assess the extent to which their schools meet these standards. Each participating firm will provide a final report of each of the three segments; a final report of the entire study also will be delivered.

CC040018 $31,975 DeMeester

GED and Office Assistant Program.

Project Director: Ross, Diana

Organization: The Philadelphia School of Office Training, 8001 Roosevelt Boulevard, Philadelphia, PA 19152

Telephone: (215) 338-1215

Organization Type: Community/Junior College or Technical Institute

Geographic Location: Congressional District 04

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC

Project Number: 925AH00909

Funding Period: Start Date 02 Sep 80; End Date 01 Oct 82

Fiscal Year Funding: FY80; $31,975; 2 Sep 80 to 1 Sep 81

Descriptors: *Dropouts, *High School Equivalency Programs, *Access To Education, *Office Occupations Education, *Interpersonal Competence, *Nontraditional Students, Continuing Education, Postsecondary Education, Associate Degrees, Two Year Colleges, Daily Living Skills, Business Education

Identifiers: Federal, Proposal

Note: Total project dollars do not reflect projected monies for continuing years

Between twenty-five and forty high school dropouts annually will simultaneously prepare for a general educational development certificate (GED) and receive postsecondary vocational training for credit. Out of 200 eligible applicants, forty to fifty will be admitted to a modified four-term office assistant program. The curriculum will include the introduction of interpersonal relations and basic living skills as a support for nontraditional students and to increase their chances of success in the job. After receiving the GED, students may elect to continue study for an associate in specialized business degree at the school, or at another four-year institution. Project staff may assist other institutions to evaluate and replicate the model as a means of recruiting new groups of students to increase college enrollment in the 1980's. Results will be disseminated through articles in professional journals and presentations to meetings such as the Pennsylvania Association of Two-Year Colleges. Information on recruiting alternative students will be disseminated primarily through the Compact for Lifelong Educational Opportunity, which publicizes nationally efforts to serve all continuing education students.

CC040019 $59,147 MacDonald

Phototypesetting Specialization in a Printing and Publishing Program.

Project Director: Hendrickson, T.

Organization: Western Wisconsin Technical Institute, Sixth and Vine Streets, LaCrosse, WI 54601

Telephone: (608) 785-9178

Organization Type: Community/Junior College or Technical Institute

Geographic Location: Congressional District 03

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC

Grant Number: OEG-00-80-04759

Project Number: 925AH01438

Funding Period: Start Date 01 Aug 80; End Date 31 Jul 83

Fiscal Year Funding: FY80; $59,147; 1 Aug 80 to 31 Jul 81

Descriptors: *Interdisciplinary Approach, *Computer Science Education, *Data Processing, *Communications, *Publishing Industry, *Photocomposition, Postsecondary Education, Information Systems, Business Education, Printing, Curriculum Development, School Industry Cooperation, Learning Modules

Identifiers: Federal, Proposal, Word Processing

Note: Total project dollars do not reflect projected monies for continuing years

A model postsecondary cross-disciplinary program will be developed to involve students in analysis, critical thinking, and problem solving applicable to successfully operating an information system which combines word processing, phototypesetting, and the computer. Traditionally, word processing and computer science are part of business education, while phototypesetting trains students to code, keyboard, and edit for direct entry to the phototypesetter. This program will educate phototypesetting specialists to solve programming problems related to word processing terminals, data processing input devices, and phototypesetter terminals. In phase 1, interacting communications systems being marketed will be surveyed to determine commonalities and unique features, a series of simulated problems will be designed for laboratory use, and work sites will be identified in local industries. Instructional modules will be developed in word processing, data processing, and printing and publishing in phase 2. In phase 3, identified faculty members from the three program areas will be trained in all parts of the system. The program will begin with fifteen selected students in the first quarter of the 1981-82 school year in phase 4 of the project. At the end of the six-quarter program, graduates will meet with faculty and advisory committee members to evaluate the program. In phase 5, promotional materials will be developed to encourage industry participation in an in-service summer program. The project will be evaluated at the end of the second year in phase 6. Additional instructional models will be developed with real institutional projects requiring application of all program components. A follow-up study of the first graduates will be conducted. Progress reports will be published during the summer quarter of 1981-82.

CC040020 $85,915 DeMeester

The Apparel Worker in New England: Mobility and Education.

Project Director: Zwirner, B.
Organization: New England Regional Joint Board, Amalgamated Clothing and Textile Workers' Union. 867 State Road, North Dartmouth, MA 02747
Telephone: (617) 997-2931
Organization Type: Business/Industry/Labor
Geographic Location: Congressional District 12
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-80-06117
Project Number: 925AH00589
Funding Period: Start Date 01 Sep 80; End Date 31 Aug 83
Fiscal Year Funding: FY80; $85,915; 1 Sep 80 to 31 Aug 81
Descriptors: *Labor Education, *Fashion Industry, *Minority Groups, *Technological Advancement, *Nonschool Educational Programs, Ethnic Groups, Portuguese Americans, Italian Americans, Working Women, Unions, Nontraditional Education, High School Equivalency Programs, English Second Language, Literacy Education, Leadership Training
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

A basic skills and nontraditional education program will be offered to the 13,000 members (primarily ethnic minorities and women) of the Amalgamated Clothing and Textiles Workers Union to upgrade their educational and mobility levels in response to technological, corporate, and managerial changes transforming the industry. The basic skills program will provide members with instruction in English as a Second Language, literacy training, and courses needed to obtain the General Educational Development Certificate. These courses, using a nontraditional setting and curriculum, will be run by area education boards and university continuing education programs. Project staff will design and conduct a needs assessment, select local unions to participate in the first phase of basic skills training, form local educational opportunity committees, and develop curriculum. The nontraditional education program, carried out in cooperation with special institutes and programs, will educate staff, local union leaders, and rank and file members in technological, managerial, and corporate changes in the industry; group dynamics and communication skills; and worker-in-society issues. Project staff will conduct a needs assessment; assign local leaders to special technological programs, institutes, and shows; provide programming for union leadership training; and develop packets of teaching materials on technological changes in the industry for use at local union meetings. Both programs will continue beyond the three-year funding period.

CC040021 $73,251 Gomez

Community Health Advocate Program of Yakima Valley.

Project Director: Callen, William B.
Organization: University of Washington, Department of Health Services, 1460 Northwest GI-75, Seattle, WA 98105
Telephone: (206) 543-6484
Organization Type: College/University
Geographic Location: Congressional District 01
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-80-05083
Project Number: 925AH01335
Funding Period: Start Date 01 Sep 80; End Date 31 Aug 83
Fiscal Year Funding: FY80; $73,251; 1 Sep 80 to 31 Aug 81
Descriptors: *Bilingual Students, *Spanish Speaking, *On the Job Training, *Competency Based Education, *Health Programs, *Community Health Services, Health Occupations, Migrant Workers, Community Colleges, Intercollegiate Cooperation, Public Health, Off Campus Facilities
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

Bilingual community outreach workers employed full-time at their local clinic will participate in an entry-level health career program developed jointly by the University of Washington School of Public Health and Yakima Valley Community College at the request of the central Washington clinics which serve 40,000 Spanish-speaking migrant and seasonal farmworkers. In addition to skill improvement, health career opportunities will be developed for those outreach workers interested in advanced health careers. The competency-based model will integrate classroom work, clinical (tutorial) training, and job experience during the year to improve students' skills in patient services, health education, and personal interviewing with Spanish-speaking farmworkers and other clinic patients. Students will be awarded a certificate indicating fulfillment of technical course requirements (seventy units of credit) toward an associate degree. The training program has been pilot tested in a Seattle-based project for native Americans and urban minorities and will demonstrate the viability of such training for bilingual students in a site geographically distant from the university health center. Educational materials developed will be used to duplicate the training model in other communities and in developing countries. Project staff will conduct student and program evaluations, disseminate curriculum and reference materials, present reports, and submit articles to medical and education journals.

CC040022 $51,300 Hill

University of Connecticut Health Science Cluster Program (HSCP).

Project Director: Hogan, James C. Jr
Organization: The University of Connecticut, Special Academic and Enrichment Affairs. Box U-202, Storrs, CT 06268
Telephone: (203) 486-4040
Organization Type: College/University
Geographic Location: Congressional District 02
Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC
Grant Number: OEG-00-80-05946
Project Number: 925AH00538
Funding Period: Start Date 01 Sep 80; End Date 31 Aug 83
Fiscal Year Funding: FY80; $51,300; 1 Sep 80 to 31 Aug 83
Descriptors: *Allied Health Occupations Education, *Student Recruitment, *Disadvantaged Youth, *Enrichment Activities, *Health Occupations, *Minority Groups, Blacks, Hispanic Americans, Medicine, Pharmacy, Dentistry, Secondary Education, Clinical Experience, Diagnostic Teaching
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

The health science cluster program at the University of Connecticut is designed to identify, motivate, recruit, and educate disadvantaged students interested in pursuing careers in medicine, dentistry, pharmacy, and the allied health professions. Forty additional students will be recruited for this project. Selected trainees will be disadvantaged male and female, predominantly black and Hispanic, sophomore, junior, and senior high school students from Connecticut's major metropolitan areas. Students will be offered prerequisite training experiences through rigorous course instruction in reading and language skills, basic and advanced mathematics, chemistry, and biology. Additional enrichment activities will include special study sessions, lecture series, workshops, and increased exposure to outstanding role models. The rationale for the program includes early and proper identification of trainees with high-quality potential, the use of persistent and creative motivation, diagnostic and prescriptive instruction, continuous counseling and tutoring, a perceptive understanding of differing learning styles, and periodic follow-up. This approach will be supplemented with creative laboratory exercises and the opportunity for meaningful clinical experiences at the university's medical and dental schools, as well as other health care facilities in the Storrs and greater Hartford area. The program will increase the numbers of ethnic and minority students in the health professions, thus helping to alleviate the unequal access to existing health care resources.

CC040023 $75,900 Hendrix

Worker Education for Worker Ownership.

Project Director: Herbert, Georgia

Organization: Industrial Cooperative Association, 2161 Massachusetts Avenue, Cambridge, MA 02140

Telephone: (617) 547-4245

Organization Type: Business/Industry/Labor

Geographic Location: Congressional District 08

Sponsoring Agency: Fund for the Improvement of Postsecondary Education (ED), Washington, DC

Grant Number: OEG-00-80-04289

Project Number: 925AH01729

Funding Period: Start Date 01 Oct 80; End Date 30 Sep 83

Fiscal Year Funding: FY80; $75,900; 1 Oct 80 to 30 Sep 81

Descriptors: *Cooperation, *Blue Collar Occupations, *Low Income Group, *Labor Education, *Guides, *Curriculum Development, Adult Education, Management Development

Identifiers: Federal, Proposal, Worker Owned Enterprises

Note: Total project dollars do not reflect projected monies for continuing years

The Industrial Cooperative Association (ICA), a nonprofit technical assistance organization committed to the development of worker-owned and controlled enterprises within low-income and blue collar communities, will conduct a three-year pilot project in worker-ownership education in three worker and worker-community-owned ventures which the ICA helped to organize. The learner-centered curriculum will be developed in response to the immediate needs of these firms, then designed as a series of independent but interrelated units for use in other firms. Case histories of the educational efforts in each firm and an educational manual for employee-owned firms will be developed. Worker-member interviews will be conducted every six months, and a formative evaluation will be conducted by an outside evaluator. Project progress and results will be disseminated through the ICA's regular public education efforts, including coordination with the National Consumer Cooperative Bank, the Conference-Alternative State and Local Public Policies, the Center for Economic Studies, and the New School for Democratic Management. The program will result in an informed, participatory workforce.

Office of Special Education and Rehabilitative Services

CC050001 $295,273 Appell

Promoting Collaborative Planning of Career Education for Disabled Students.

Project Director: Foster, June

Organization: Technical Education Research Center, Cambridge, MA 02138

Telephone: (617) 547-0430

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 08

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: OEG-00-78-01848

Funding Period: Start Date 01 Aug 78; End Date 30 Mar 81

Fiscal Year Funding: FY78; $102,273; 1 Aug 78 to 31 Jul 79. FY79; $140,000; 1 aug 79 to 31 Jul 80. FY80; $53,000; 1 Aug 80 to 30 Mar 81

Descriptors: *Career Education, *Agency Cooperation, *School Business Relationship. *Disabilities, *Delivery Systems

Identifiers: Federal, Proposal

Collaborative planning and programming among local schools, disability-related organizations, and community employers in career education for special needs students will be promoted. The project should result in changes in the career education delivery system and more critical and relevant career education programs and services for the handicapped.

CC050002 $211,822 Appell

Lifelong Career Development Programming for the Severely Handicapped.

Project Director: Brolin, Donn E.

Organization: University of Missouri, Columbia, MO 65201

Telephone: (314) 882-6523

Organization Type: College/University

Geographic Location: Congressional District 08

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: OEG-00-78-01844

Funding Period: Start Date 01 Sep 78; End Date 31 Aug 81

Fiscal Year Funding: FY78; $61,086; 1 Sep 78 to 31 Aug 79. FY79; $75,557; 1 Sep 79 to 31 Aug 80. FY80; $75,179; 1 Sep 80 to 31 Aug 81

Descriptors: *Deinstitualization Of Disabled, *Career Development, *Staff Development, *Severe Disabilities, *Adults, Demonstration Programs, Postsecondary Education, Delivery Systems, Guides, Community Services

Identifiers: Federal, Proposal

A career development prototype model (Lifelong Career Development Model) and a staff development training package will be developed to assure delivery of services to the severely handicapped throughout their lifetimes. Products will include a community guide to services, six career development models, and a postsecondary training package. The project will serve handicapped adults who are in the community or are released to the community without adequate preparation.

CC050003 $304,020 McLaughlin

Evaluation and Training of Community Living Skills for Severely Retarded Adolescents.

Project Director: Halpern, Andrew S.

Organization: University of Oregon, Graduate School, Eugene, OR 97403

Telephone: (503) 686-3585

Organization Type: College/University

Geographic Location: Congressional District 04

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: OEG-00-78-03187

Funding Period: Start Date 01 Sep 78; End Date 31 Aug 82

Fiscal Year Funding: FY78; $95,020; 1 Sep 78 to 31 Aug 79. FY79; $100,000; 1 Sep 79 to 31 Aug 80. FY80; $109,000; 1 Sep 80 to 31 Aug 81

Descriptors: *Student Evaluation, *Daily Living Skills, *Severe Mental Retardation. *Training Methods, *Adolescents, *Diagnositc Teaching, Secondary Education, Self Care Skills

Identifiers: Federal, Proposal

Note: Total project dollars do not reflect projected monies for continuing years

A uniquely integrated assessment and training model for secondary severely retarded students will be developed. The assessment instrument will incorporate instructional variables into the assessment format to accurately diagnose training needs. The content areas selected for the instrument are functional self-care and community living skills. A set of materials will be developed to guide use of the scale for diagnostic, program planning, and subsequent assessment-based training. The learning potential assessment format will include attempts to teach desired behaviors and to measure the examinee's responses to such training. The focus of diagnosis will be directed away from a static description of an examinee's skills and deficits toward an understanding of that person's potential to use instructional procedures. This type of assessment will provide informaton on the level of assistance necessary to elicit desired behavior and the level of task difficulty at which training should begin.

CC050004 $176,072 Lehman

Increasing Career and Life Skills for Handicapped Youth through a Specialized Instructional Program in Arts.

Project Director: Perks, Wendy

Organization: National Committee Arts for the Handicapped, 1701 K Street NW, Suite 905, Washington, DC 20036

Telephone: (202) 223-8007

Organization Type: National/Federal Education Agency

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC

Grant Number: OEG-00-79-02260

Funding Period: Start Date 01 Sep 79; End Date 31 Jun 82

Fiscal Year Funding: FY79; $89,606; 1 Sep 79 to 31 Aug 80. FY80; $86,466; 1 Sep 80 to 31 Aug 81

Descriptors: *Severe Disabilities, *Art Education, *Daily Living Skills, *Special Education, *Job Skills, Mild Disabilities, Research Design, Secondary Education, Instructional Materials, Teaching Guides, Employer Attitudes

Identifiers: Federal, Proposal

Note: Total project dollars do not reflect projected monies for continuing years

A specialized instructional program in the arts will be provided to research career and life skills of moderately and severely handicapped youth. Using an experiment group only design, 200 moderately and severely handicapped youth aged 13 to 22 at four community centers with a special focus on the arts will be pre- and posttested using the progress assessment chart of social and personal development and the AAMD adaptive behavior scale. In addition, parents, potential employers, and significant others will be pre- and posttested using the attitudes towards handicapped individuals instrument. The specialized instructional program will include the development of a guidebook of arts strategies for teaching career and life skill objectives and the use of guidebook lessons on a regular basis. Special events for parents, potential employers, and significant others will offer severely and moderately handicapped youth the opportunity to exhibit and demonstrate their accomplishments in the arts. The second year plan calls for the modification and revision of the specialized instructional program and field testing at ten community centers. Teacher's guides and instructional materials will be produced. In the third year, the program will be disseminated and used to identify potential career opportunities in the arts for moderately and severely handicapped youth.

CC050005 $221,487 Appell

Proposed Total Assessment System for Handicapped Youth in the Life Role Skills Areas of Academics, Survival Skills, Health and Job Placement with the Development of Instrumentation for the Job Performance Aspects Related to Employer Input in Both Prescription and Curriculum Revision.

Project Director: Shubert, Dorothy B.
Organization: Metropolitan Cooperative Educational Service Agency, Atlanta, GA 30318
Telephone: (404) 352-2697
Organization Type: Intermediate Education Agency
Geographic Location: Congressional District 05
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: OEG-00-79-02259
Funding Period: Start Date 01 Jul 79; End Date 30 Jun 82
Fiscal Year Funding: FY79; $103,000; 1 Jul 79 to 30 Jun 80. FY80; $118,487; 1 Jul 80 to 30 Jun 81
Descriptors: *Special Education, *Job Performance, *Disabilities, *Students, *Measures Individuals, *Success, Educational Research, Daily Living Skills, Educational Planning
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

Decision making for special education programming will be improved by providing accurate and current information on the influence of programmatic activities on subsequent job performance. The research is designed to investigate the factors and processes involved in on-the-job performance of successful handicapped students in the tradidional categories of handicaps, as well as in the areas of deficiency and adequacy in the "life roles skills" approach taken in the ACCESS delivery model of education for the handicapped. The project goal is to change the emphasis from weaknesses to strengths and eliminate labeling and categorization in vocational programming. A job performance scale will be developed.

CC050006 $202,512 McLaughlin

Development and Validation of a Standardized Leisure Diagnostic Battery (LDB) to Assess Leisure Functioning of Handicapped Children and Youth.

Project Director: Compton, David M.
Organization: North Texas State University, Denton, TX 76203
Telephone: (817) 788-2544
Organization Type: College/University
Geographic Location: Congressional District 24
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: OEG-00-79-02257
Funding Period: Start Date 01 Aug 79; End Date 31 Jul 82
Fiscal Year Funding: FY79; $97,512; 1 Aug 79 to 31 Jul 80. FY80; $105,000; 1 Aug 80 to 31 Jul 81
Descriptors: *Disabilities, *Evaluation Methods, *Leisure Time, *Diagnostic Tests, *Individualized Education Programs, Children, Youth
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

A leisure diagnostic battery (LDB) which will realistically and accurately assess the leisure functioning of handicapped children and youth will be developed and validated. The effectiveness of the battery in assessing teachers' ability to prepare individual education plans (IEPs) for handicapped students also will be tested. The variables to be considered for measurement in the assessment battery will include leisure behavior, desired behavior, and performance; attitude toward leisure; reasons for leisure participation; and need. Products will include an LDB manual, quarterly and final reports, a comparative analysis of the LBD scores for normal and handicapped children using the selected variables, and an IEP guide.

CC050007 $90,029 Appell

Handicapped Student in America's Colleges: A Longitudinal Analysis.

Project Director: Henson, James
Organization: Higher Education Research Institute, 924 Westwood Boulevard, Suite 850, Los Angeles, CA 90024
Telephone: (213) 478-0389
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 23
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: OEG-00-80-01875
Funding Period: Start Date 01 Apr 80; End Date 31 Mar 81
Fiscal Year Funding: FY80; $90,029; 1 Apr 80 to 31 Mar 81
Descriptors: *Disabilities, *College Students, *Access to Education, *Followup Studies, *Higher Education, *Student Educational Objectives. Educational Research, Data Collection, National Norms, Career Planning
Identifiers: Federal, Proposal

Reports will be prepared of handicapped college students to assist policy makers and others in developing programs to facilitate the participation of the handicapped in higher education. Research will be conducted to determine handicapped students' educational goals, types of educational programs pursued and how these differ from nonhandicapped students' goals, and if handicapped students are attending the best institution they are qualified to attend or if they are not able to enter the college of their choice. A follow-up study will be made to determine how well the students are achieving their educational goals. The final report will provide national normative data on handicapped college students' career and educational plans.

CC050008 $500,000 Appell

Career Actualization Readiness Research for the Handicapped.

Project Director: Gentile, Frank
Organization: Human Resource Center, IU Willets Road, Albertson, NY 11507
Telephone: (516) 747-5400
Organization Type: Research/Development/Curriculum Organization
Geographic Location: Congressional District 15
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: OEG-00-80-03011
Funding Period: Start Date 30 Sep 79; End Date 29 Sep 81
Fiscal Year Funding: FY80; $250,000; 30 Sep 79 to 29 Sep 80. FY81; $250,000; 30 Sep 80 to 29 Sep 81
Descriptors: *Career Awareness, *Career Education, *Disabilities, Elementary Secondary Education, Job Placement
Identifiers: Federal, Proposal
Note: This program was previously funded under IAD-77-029

A readiness program will be designed and disseminated for use in pre-kindergarten through grade 12. The program will include components on career awareness, preparation for work, and placement. Feedback mechanisms will be developed for program revision.

CC050009 $80,621 Appell

Advocacy Curriculum (K-12) for Total Career Development and Independent Living Skills for Handicapped Students.

Project Director: Razeghi, Jane
Organization: American Coalition of Citizens with Disabilities, Inc, 1200 15th Street, NW, Washington, DC 20005
Telephone: (202) 785-4265
Organization Type: Public Sector Organization
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: OEG-00-80-01917
Funding Period: Start Date 01 Jun 80; End Date 31 May 83
Fiscal Year Funding: FY80; $80,621; 1 Jun 80 to 31 May 81
Descriptors: *Curriculum Development, *Career Development, *Disabilities, *Daily Living Skills, *Residential Institutions, Elementary Secondary Education, Inservice Education, Independent Study, Audiovisual Instruction
Identifiers: Federal, Proposal
Note: Total project dollars do not reflect projected monies for continuing years

An advocacy curriculum (K-12) for career development and independent living that can be adapted to both self-contained and integrated residential settings and youth organizations will be developed, implemented, field tested, and evaluated to demonstrate that advocacy education can effectively contribute to total career development and independent living skills. In-service training on curriculum implementation will be provided to personnel who work with the handicapped. Self-instructional advocacy student materials; a filmstrip, "You—As Advocate"; and acetate overlays will be developed, field tested, and evaluated. Dissemination and use strategies will be developed and implemented.

CC050010 $97,000 Mueller

Education of the Handicapped Adolescent: An International Analysis of Model Interventions.

Project Director: Thomas, David
Organization: Organization of Economic Cooperation and Development, Paris, France
Telephone: (33-1) 524-9250
Organization Type: International Education Organization
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC
Grant Number: OEG-00-80-02127
Funding Period: Start Date 01 Jun 80; End Date 31 May 81
Fiscal Year Funding: FY80; $97,000; 1 Jun 80 to 31 May 81
Descriptors: *Disabilities, *Adolescents, *Educational Opportunities, *Normalization Handicapped, *International Programs, *Educational Planning, Surveys, Program Evaluation, Program Effectiveness, Daily Living Skills, Job Training, Program Development
Identifiers: Federal, Proposal

A survey will be conducted to determine the educational opportunities available to the handicapped in the Organization of Economic Cooperation and Development, composed of twenty-four countries. A research and development basis will be established for analyzing the effectiveness of available provisions according to national objectives and for comparing the effectiveness of similar experiences among member countries. CERI first will determine provisions available that are commensurate with handicapped adolescents' emotional statuses and mental abilities and that provide training for efficient entry into the world of work and for mainstreaming in society. Ctiteria will be established by which models of intervention in education for handicapped adolescents may be identified and disseminated to member countries for policy and planning discussions.

Office of Bilingual Education and Minority Languages Affairs

CC062001 $105,723 Naber

Vocational Assistance in Language and Electronics.

Project Director: Guevara, Jorge

Organization: Foothill-De Anza Community College District, 12345 El Monte Road, Los Altos Hills, CA 94022

Telephone: (408) 739-4612

Organization Type: Community/Junior College or Technical Institute

Geographic Location: Congressional District 10

Sponsoring Agency: Office of Bilingual Education and Minority Language Affairs (ED), Washington, DC

Grant Number: OEG-00-80-00172

Project Number: 558AH00056

Funding Period: Start Date 01 Sep 80; End Date 31 Aug 81

Fiscal Year Funding: FY80; $105,723; 1 Sep 80 to 31 Aug 81

Descriptors: *Adult Vocational Education, *Bilingual Education, *Electronic Technicians, *Job Training, *Spanish Speaking, *English Second Language, Job Skills, Job Placement

Identifiers: Federal, Proposal

This continuing one-year academic and vocational educational training project will assist forty-eight northern Santa Clara County area, Spanish-speaking residents with limited English-speaking ability in obtaining employment in the electronics field. Students will acquire a second language and electronics technician skills through intensive English as a Second Language training and bilingual electronics terminology instruction and technician training, with electronics and mathematics subject matter first being introduced in Spanish. Career preparation, guidance, and field experience also will be provided. Student supportive services will include tutorials, guidance and counseling, financial aid, employment placement, and testing. It is expected that approximately 80 percent of project participants will be placed in jobs within the local electronics business community.

CC062002 $308,188 Naber

Bilingual Vocational Dental Assistant Training.

Project Director: Weissman, Fredric

Organization: University of California, 10995 LeConte Avenue, Los Angeles, CA 90024

Telephone: (213) 825-9187

Organization Type: College/University

Geographic Location: Congressional District 23

Sponsoring Agency: Office of Bilingual Education and Minority Language Affairs (ED), Washington, DC

Grant Number: OEG-00-80-00171

Project Number: 558AH00028

Funding Period: Start Date 15 Aug 80; End Date 14 Aug 81

Fiscal Year Funding: FY80; $308,188; 15 Aug 80 to 14 Aug 81

Descriptors: *Adult Vocational Education, *Bilingual Education, *Dental Assistants. *English Second Language, *Allied Health Occupations Education, Spanish Speaking, Postsecondary Education, Paraprofessional Personnel

Identifiers: Federal, Proposal

Note: Previously funded under OEG-00-79-0588

This ongoing, bilingual, vocational dental assistant training program will help fifty low-income, language-disadvantaged (primarily but not exclusively Spanish-speaking), inner-city Los Angeles residents to acquire the manual and academic skills necessary to work as dental paraprofessionals. As a result, dental health care delivery systems and services will be extended to a greater number of limited-English-speaking or non-English-speaking persons. The 1,092 hours of training will provide long-term career opportunities and immediate gainful employment for trainees as well as a model for similar programs. Divided into three modules of twelve weeks, thirty hours per week, the one-year program will emphasize performance in an actual clinical setting, primarily the University of California at Los Angeles School of Dentistry Clinic and private dental offices. In addition to lectures and laboratory and clinical training in dental practices and procedures, the curriculum will include courses in English, psychology, and speech and all elements for eligibility for the American Dental Assistants Association Certification Examination and the State Board of Dental Examiners Registration Examination. A pre-program English as a Second Language (ESL) course will provide introductory training in vocational English, and the ESL component of the program will be enlarged. One extra hour of ESL instruction daily will be provided for the more severely limited English-speaking students during the second and third modules. Community agencies, practicing dentists, the Los Angeles County Dental Society, and the advisory board will assist in job placement of graduates; follow-up surveys will be conducted to determine program effectiveness.

CC062003 $226,377 Naber

Bilingual Vocational Instructor Training Program.

Project Director: Tsu, John B.

Organization: University of San Francisco, 2130 Fulton Street, San Francisco, CA 94117

Telephone: (415) 666-6878

Organization Type: College/University

Geographic Location: Congressional District 09

Sponsoring Agency: Office of Bilingual Education and Minority Language Affairs (ED), Washington, DC

Grant Number: OEG-00-80-00040

Project Number: 586AH00014

Funding Period: Start Date 01 Sep 80; End Date 31 Aug 81

Fiscal Year Funding: FY80; $226,377; 1 Sep 80 to 31 Aug 81

Descriptors: *Bilingual Education, *Inservice Teacher Education, *Bilingual Teachers, *Vocational Education Teachers, *Counselor Training, *Electronics, English Second Language, Higher Education, Practicums

Identifiers: Federal, Proposal

Note: Previously funded under OEG-00-78-00142

The purpose of the bilingual vocational instructor training program is to help meet the critical shortage of instructors possessing both the job knowledge and skills and the dual language capabilities required for adequate instruction or counseling and guidance of persons handicapped by their limited English-speaking ability. Thirty Spanish-speaking and fifteen Vietnamese-speaking in-service instructors and counselors will be trained in the theory and practice of vocational education, bilingual teaching methodology, job development and counseling, vocational skills in electronics, vocational English as a Second Language, and Vietnamese,Chinese, or Spanish. Thirty graduate, semester credit hours will be awarded for the one-year course composed of instruction in fall and spring semesters and supervised, job-site practicums during intersession and the following summer session. Seminars will be given on topics including Job Market for Hispanics and Vietnamese in the Santa Clara Valley Area and Counseling Minority Job Seekers. Workshops also will be conducted. Program completers with bachelor's degrees will be granted master's degree in Bilingual Multicultural Education with emphasis on Bilingual Vocational Education. Full tuition coverage and $100 stipend each semester will be granted.

CC062004 $177,795 Naber

Indochinese Bilingual Electronics Program.

Project Director: Redden, George

Organization: San Francisco Community College District, 2905 21st Street, San Francisco, CA 94110

Telephone: (415) 282-3100
Organization Type: Community/Junior College or Technical Institute
Geographic Location: Congressional District 05
Sponsoring Agency: Office of Bilingual Education and Minority Language Affairs (ED), Washington, DC
Grant Number: OEG-00-80-00181
Project Number: 558AH00034
Funding Period: Start Date 01 Sep 80; End Date 31 Aug 81
Fiscal Year Funding: FY80; $177,795; 1 Sep 80 to 31 Aug 81
Descriptors: *Adult Vocational Education, *Bilingual Education, *Electronic Technicians, *English Second Language, *Indochinese, *Job Training, Curriculum Development, Electronics Industry, Entry Workers, Job Placement, Job Skills, Refugees
Identifiers: Federal, Proposal

Sixty Indochinese refugees will be trained and placed as electronic assemblers or technicians in this forty-five week electronic technology program. Necessary bilingual, entry-level vocational skills and oral and written language and communication skills will be taught. Necessary supportive services and activities for obtaining and retaining employment will be provided. The assemblers will require fifteen to twenty weeks of training; the technicians, forty-five weeks. Trainees will attend thirty hours of classes a week: ten hours of vocational English as a Second Language job preparation, ten hours of electronics theory, and ten hours of electronics laboratory and practice. Common skills of the assembler and technician will be taught together; advanced techniques for the technician will be separate. Classroom instruction of vocational and language skills will include use of bilingual audiovisual aids; practical application of theory, role play, videotape feedback, job seminars, guests speakers, job-site visits, and work experience. The curriculum developed and used for this program will serve as a model bilingual electronics curriculum for future programs.

CC062005 $141,012 Naber
Nursing Assistant College Education Research.
Project Director: Zoffman, Norma
Organization: West Valley College District, 14000 Fruitvale Avenue, Saratoga, CA 95070
Telephone: (408) 988-2200
Organization Type: College/University
Geographic Location: Congressional District 10
Sponsoring Agency: Office of Bilingual Education and Minority Language Affairs (ED), Washington, DC
Grant Number: OEG-00-80-00174
Project Number: 558AH00051
Funding Period: Start Date 01 Aug 80; End Date 31 Jul 81
Fiscal Year Funding: FY80; $141,012; 1 Aug 80 to 31 Jul 81
Descriptors: *Adult Vocational Education, *Bilingual Education, *Spanish Speaking, *English Second Language, *Allied Health Occupations Education, *Nurses Aides, Job Training, Job Placement, Medical Assistants, Learning Modules, Individualized Instruction, Experiential Learning, On the Job Training
Identifiers: Federal, Proposal

A one-year academic and vocational education training project will assist thirty-five northern Santa Clara County area, Spanish-speaking residents with limited English-speaking ability in obtaining employment in nursing assistance and health aide occupations. The modularized, individual training program will operate as an open entry-open exit system. Intensive instruction will be provided in English as a Second Language; introduction to college and vocational training in the principal subject areas of nursing assistance will be conducted bilingually. On-the-job training at Alviso Health Clinic will constitute the second phase of the program as a ten-week, clinical operations rotation series. Student supportive services will include tutorials, guidance and counseling, financial aid, employment placement, and testing. It is expected that approximtely 80 percent of project participants will be placed in jobs within local medical facilities.

CC062006 $206,087 Naber
Metro State Intensive Bilingual Vocational English Training Program.
Project Director: Tang, Michael
Organization: Metropolitan State College, 1006 11th Street, PO Box 6, Denver, CO 80204
Telephone: (303) 629-3115
Organization Type: College/University
Geographic Location: Congressional District 01
Sponsoring Agency: Office of Bilingual Education and Minority Language Affairs (ED), Washington, DC
Grant Number: OEG-00-80-00180
Project Number: 558AH00070
Funding Period: Start Date 01 Jul 80; End Date 30 Jun 81
Fiscal Year Funding: FY80; $206,087; 1 Jul 80 to 30 Jun 81
Descriptors: *Adult Vocational Education, *English Second Language, *Job Skills, *Competency Based Education, *Job Placement, Tourism, Food Service Industry, Hotels, Health Services, Food Service Workers, Bilingual Education, Employment Qualifications, Entry Workers, Promotion Occupational, Experiential Learning, Cross Cultural Training, Material Development
Identifiers: Federal, Proposal

Limited Enlgish-speaking adults whose first language is Vietnamese, Cantonese, or Spanish will be provided with the necessary bilingual vocational skills to compete for entry-level jobs in the hotel-tourist and food services industry or the health services industry. A competency-based, bilingual vocational English as a Second Language (ESL) training curriculum will be integrated with supervised field work experience either as work interns or part-time employees in an effort to place 75 percent of program graduates into jobs by the end of forty weeks. The target for the second year is to train and place 113 trainees. Survival information, cross-culture information, and vocational content material will be delivered in the student's primary language. Subsequent English as a Second Language instruction will enable students to use those skills and concepts for successful employment and advancement. Instruction also will include bilingual audiovisual aids, role playing, videotape feedback, job seminars, and guest speakers. More technically sophisticated bilingual vocational training will be phased in gradually. In addition to training and placing students, the program will develop and generate bilingual vocational ESL resources and help learners achieve the ability to function bilingually and biculturally. Quarterly and annual reports will be prepared.

CC062007 $142,263 Naber
Housing Maintenance and Repair Skills.
Project Director: Diaz, Rafael
Organization: Bronx Community College, CUNY Research Foundation, University Avenue and West 181 Street, Bronx, NY 10453
Telephone: (212) 220-6450
Organization Type: Community/Junior College or Technical Institute
Geographic Location: Congressional District 22
Sponsoring Agency: Office of Bilingual Education and Minority Language Affairs (ED), Washington, DC
Grant Number: OEG-00-80-00151
Project Number: 558AH00041
Funding Period: Start Date 01 Jul 80; End Date 30 Jun 81
Fiscal Year Funding: FY80; $142,263; 1 Jul 80 to 30 Jun 81
Descriptors: *Adult Vocational Education, *Bilingual Education, *English Second Language, *Spanish Speaking, *Housing Industry, *Machine Repairers, Community Colleges, Job Search Methods, Job Training, Job Placement, Hispanic Americans, Equipment Maintenance
Identifiers: Federal, Proposal
Note: Previously funded under OEG-00-79-00462

English as a Second Language (ESL) instruction will be coordinated with an equal amount of vocational skills training in this continuing program at Bronx Community College for 210 limited English-speaking Hispanic adults (primarily Puerto Ricans from the Bronx and Brooklyn). Two cycles of combined vocational skills and ESL will be offered. Housing maintenance and repair training (576 hours) for ninety students will be continued. Housing management and boiler maintenance and repair (288 hours each) will be new offerings for sixty trainees each. Employed trainees will acquire skills necessary for job mobility; unemployed trainees will acquire skills for jobs as maintenance men, building managers, and boiler maintenance and repair specialists. Counseling and job placement, development, and referral services and other program components with positive impact will be maintained. Less effective components will be restructured. In-service counseling and workshops, conducted in English when possible, will stress job search skills. An independent consultant will evaluate the program.

CC062008 $129,234 Naber

Bilingual Vocational Education Instructor Training Program.

Project Director: Todd, Ronald D.

Organization: New York University, Washington Square, New York, NY 10003

Telephone: (212) 598-3356

Organization Type: College/University

Geographic Location: Congressional District 18

Sponsoring Agency: Office of Bilingual Education and Minority Language Affairs (ED), Washington, DC

Grant Number: OEG-00-80-00044

Project Number: 558AH00008

Funding Period: Start Date 01 Jul 80; End Date 30 Jun 81

Fiscal Year Funding: FY80; $129,234; 1 Jul 80 to 30 Jun 81

Descriptors: *Vocational Education Teachers, *Teacher Education, *Bilingual Teachers, *Bilingual Education, *Inservice Teacher Education, *Teacher Improvement, Teaching Guides, Program Implementation, Higher Education

Identifiers: Federal, Proposal

Thirty instructors with dual-language capability and vocational preparation will be trained in bilingual vocational education through the cooperative resources of New York University, New York City Board of Education (Center for Occupational and Career Education and Bronx Career Center), and the Bilingual Vocational Service Center. The program will consist of bilingual education, Teaching of English to Speakers of Other Languages, language training, and vocational education. Eighteen Spanish-speaking students, eight Chinese-speaking students, and four French- and Creole-speaking Haitians will receive thirty hours of formal course work and will participate in at least three of the following institutes: program planning, teaching strategies, language of the classroom, cultural factors and bilingual vocational education, and curriculum development. Instructors' occupational and teaching skills and dual-language capabilities will be upgraded. Participants will be provided with teaching skills; knowledge, skills, and attitudes needed for working in a bilingual-bicultural teaching situation; and an overview of the problems, methods, and objectives of English as a Second Language (ESL) instruction. ESL instructors will receive an overview of the problems, methods, and objectives of vocational education instruction. An implementation plan will be developed to provide bilingual vocational education instructional personnel services through the university on a continuing basis. A bilingual vocational teaching manual also will be developed. In addition to the summative project evaluation, formative evaluation of the vocational education component and of the bilingual education and dual-languagae training component will be conducted.

CC062009 $181,588 Naber

Bilingual Vocational Program to Train Chef Instructors.

Project Director: Cheung, Xiang Xiang

Organization: China Institute of America, 125 East 65th Street, New York, NY 10021

Telephone: (212) 744-8181

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 18

Sponsoring Agency: Office of Bilingual Education and Minority Language Affairs (ED), Washington, DC

Grant Number: OEG-00-80-00041

Project Number: 558AH00009

Funding Period: Start Date 01 Jul 80; End Date 30 Jun 81

Fiscal Year Funding: FY80; $181,588; 1 Jul 80 to 30 Jun 81

Descriptors: *Inservice Education, *Bilingual Education, *Bilingual Teachers, *Chinese Americans, *Cooks, *Teacher Education, Program Evaluation

Identifiers: Federal, Proposal

Note: Previously funded under OEG-00-79-00021

The objectives of this project are to (1) train ten Chinese chefs as bilingual chef instructors; (2) provide a pool of trained personnel capable of staffing bilingual vocational programs for Chinese chefs; (3) make it possible to start additional bilingual chef training programs which will help meet the personnel needs of the Chinese restaurant industry; and (4) make it possible for more unemployed and underemployed Chinese to enter bilingual vocational training programs by filling the need for trained personnel to staff these programs. The training program for participants will last thirty-three weeks and will include instruction and practice teaching. Trainees will be prepared to serve as bilingual (Chinese and English) instructors in bilingual vocational training programs and will receive a traineeship of one hundred thirty-five dollars weekly. The overall time schedule of the plan has been carefully worked out to coincide with the China Institute's 1980-81 bilingual vocational program to train Chinese chefs. Thus, chef instructor trainees will enter the program at the same time as Group I vocational trainees. They will begin supervised practice teaching when Group II vocational trainees enter the program. Trainees will practice teach under observation and complete their own classwork with Group III vocational trainees. Evaluation methodology will include a panel review, testing of participants, and restaurant proprietors' and head chefs' reviews.

CC062010 $121,654 Naber

Data Entry Bilingual Vocational Training Project.

Project Director: Nicholau, Antonio

Organization: Solidaridad Humana, Inc, 107 Suffolk Street, New York, NY 10002

Telephone: (212) 254-0350

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 17

Sponsoring Agency: Office of Bilingual Education and Minority Language Affairs (ED), Washington, DC

Grant Number: OEG-00-80-00127

Project Number: 558AH00060

Funding Period: Start Date 01 Jul 80; End Date 30 Jun 81

Fiscal Year Funding: FY80; $121,654; 1 Jul 80 to 30 Jun 81

Descriptors: *Adult Vocational Education, *Bilingual Education, *Data Processing, * *English Second Language, Job Search Methods, Job Skills, Job Training, Spanish Speaking

Identifiers: Federal, Proposal

In this continuing project, sixty limited English-speaking adults (Spanish dominant) will be provided with thirty weeks of training in data entry and instruction in English as a Second Language. Ninety hours of classroom instruction and ninety hours of laboratory practice will be given in the use of IBM 129 Keypunch and IBM 3742 Key Disc. Classroom instruction for English as a Second Language will be 180 hours. In addition, each class will receive thirty hours of instruction and orientation to job seeking and the world of work. Trainees will be at least eighteen years old, not employed in a skilled area, have a high school diploma or its equivalent, and have some command of English. Priority will be given to the unskilled and unemployed in the lower east side of New York.

CC062011 $366,746 Naber

Program to Train Chinese as Professional Chefs.

Project Director: Hsu, F. Richard

Organization: China Institute in America, 125 East 65th Street, New York, NY 10021

Telephone: (212) 744-8181

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 18

Sponsoring Agency: Office of Bilingual Education and Minority

Language Affairs (ED), Washington, DC
Grant Number: OEG-00-80-00128
Funding Period: Start Date 01 Jul 80; End Date 30 Jun 81
Fiscal Year Funding: FY80; $366,746; 1 Jul 80 to 30 Jun 81
Descriptors: *Adult Vocational Education, *Bilingual Education, *Chinese Americans, *Cooking Instruction, *Cooks, Food Service Occupations, Experiential Education, Field Instruction
Identifiers: Federal, Proposal, *Limited English Speaking
Note: Previously funded under OEG-00-79-00490

Seventy-two unemployed or underemployed Chinese Americans from low income families will be trained as professional chefs and provided with English language training. The trained bilingual chefs will be placed in restaurants in New York City and throughout the nation in suburban and urban areas, thereby reducing unemployment and underemployment in the Chinese American community and in the New York City metropolitan area. Additionally, project staff will continue developing a replicable model for a bilingual culinary program to service individuals with very little formal education. The three, ten-week training periods, with twenty-four trainees each, will consist of 840 hours of classroom instruction and field practice. Classroom instruction will comprise survival and trade English for individuals with limited English-speaking ability, kitchen practice, and restaurant management and related subjects. Participants will have the opportunity to practice their English as they participate in field trips to major hotels, equipment factories, and other businesses both within and outside of New York City. For practical experience, students will be assigned to a variety of styles of establishments for two work weeks each. Tutoring sessions will be available after hours, and placement counseling will be stressed. An evaluation team, composed of outside experts in English as a Second Language and the restaurant field, will assess program success.

CC062012 **$162,801** **Naber**

Bilingual Vocational Education Instructor Training Program.

Project Director: Gurule, Jose
Organization: Eastern Michigan University, 104 Snow, Ypsilanti, MI 48197
Telephone: (313) 487-1161
Organization Type: College/University
Geographic Location: Congressional District 02
Sponsoring Agency: Office of Bilingual Education and Minority Language Affairs (ED), Washington, DC
Grant Number: OEG-00-80-00043
Funding Period: Start Date 01 Jul 80; End Date 30 Jun 81
Fiscal Year Funding: FY80; $162,801; 1 Jul 80 to 30 Jun 81
Descriptors: *Bilingual Education, *Bilingual Teachers, *Inservice Teacher Education, *Vocational Education Teachers, *Teacher Certification, *Teacher Education, Competency Based Education, Higher Education, Spanish Speaking, Field Instruction
Identifiers: Federal, Proposal

An instructor training program will be provided for twenty-five bilingual (English and Spanish) vocational education instructor trainees with some English speaking ability and at least 4000 hours of recent work experience in one of the trade and industrial occupational areas included on the Department of Education code list. Interdisciplinary resources of Eastern Michigan University's College of Education, the Bilingual Teacher Training Program, the Vocational Education Division, and the Bilingual Vocational Guidance and Education Project will be used. Trainees in the eight-week summer school session will receive nine semester credit hours and preparation sufficient to obtain provisional Michigan secondary vocational teacher certification. Ensuing field-based program activities, occurring simultaneously, will consist of in-service training, based on performance-based teacher education modules, and an internship program. Three semester credit hours will be awarded for the four one-day sessions to be conducted between September and March in each of four state regions. Interns will be placed in secondary vocational education programs with district populations of bilingual students. A final report will be prepared.

CC062013 **$140,315** **Naber**

Air-Conditioning and Heating Technician Program for Spanish Speakers.

Project Director: Derryberry, Carla
Organization: Houston Community College, 22 Waugh Drive, Houston TX 77077
Telephone: (713) 869-5021
Organization Type: Community/Junior College or Technical Institute
Geographic Location: Congressional District 07
Sponsoring Agency: Office of Bilingual Education and Minority Language Affairs (ED), Washington, DC
Grant Number: OEG-00-80-00130
Funding Period: Start Date 01 Jul 80; End Date 30 Jun 81
Fiscal Year Funding: FY80; $140,315; 1 Jul 80 to 30 Jun 81
Descriptors: *Adult Vocational Education, *Bilingual Education, *Spanish Speaking, *Refrigeration Mechanics, *Job Training, *English Second Language, Disadvantaged, Hispanic Americans, Learning Modules, Individualized Instruction, Mechanics Process, Job Placement
Identifiers: Federal, Proposal

Forty-five Houston area, disadvantaged, Spanish-speaking persons will be trained as air conditioning, refrigeration, and heating technicians. Students will receive six hours of modularized, individualized instruction for eight months in air conditioning and refrigeration training and in English as a Second Language. Vocabulary for vocational skill development will be taught the same day during English instruction. The Houston Community College Bilingual Training Program will graduate 95 percent of the enrollees, place 95 percent of graduates in jobs, and have 95 percent of its enrollees pass the vocabulary and English language mastery test. An advisory committee will be used and a final evaluation report written.

CC062014 **$110,217** **Naber**

Bilingual Vocational Education for Mexican-American Patients.

Project Director: Culclasure, David F.
Organization: San Antonio State Hospital, PO Box 23310, Highland Hills Street, San Antonio, TX 78223
Telephone: (512) 532-8811
Organization Type: Public Sector Organization
Geographic Location: Congressional District 20
Sponsoring Agency: Office of Bilingual Education and Minority Language Affairs (ED), Washington, DC
Grant Number: OEG-00-80-00129
Funding Period: Start Date 01 Jul 80; End Date 30 Jun 81
Fiscal Year Funding: FY80; $110,217; 1 Jul 80 to 30 Jun 81
Descriptors: *Bilingual Education, *Adult Vocational Education, *Job Placement, *Psychosis, *Institutionalized Persons, *Competency Based Education, * Typewriting, Graphic Arts, Food Service, Auto Mechanics, Educationally Disadvantaged, Employment Potential, Job Skills, Spanish Speaking, English Second Language, Material Development, Teaching Guides
Identifiers: Federal, Proposal
Note: Previously funded under OEG-00-78-02528

A bilingual vocational training program will be provided for limited-English-speaking, mentally handicapped patients (primarily psychotic) institutionalized in a public psychiatric facility. Eight educationally deprived, Spanish-speaking, psychiatric patients lacking marketable job skills will receive competency-based bilingual vocational skill training and vocationally relevant English as a Second Language training in word processing, printing and graphics, food service, and automotive mechanics. Individualized training techniques will be used to teach entry-level skills. Instructional audiovisual materials and illustrated procedural guides will be developed for each occupational area for which commercial materials for bilingual instruction are not available. Procedures and techniques will be established for job placement of program completers. Through publications and a workshop, program results will be disseminated to other psychiatric facilities with substantial populations of limited-English-speaking patients.

CC062015 **$225,843** **Naber**

Strategies for Assessing Bilingual Vocational Training Programs.

Project Director: Rodriguez, Juanita

Organization: InterAmerica Research Associates, 1500 Wilson Boulevard, Rosslyn, VA 22209

Telephone: (703) 522-0870

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 10

Sponsoring Agency: Office of Bilingual Education and Minority Language Affairs (ED), Washington, DC

Contract Number: OEC-300-79-0649

Funding Period: Start Date 01 Oct 79; End Date 31 Mar 81

Fiscal Year Funding: FY 79; $225,843; 1 Oct 79 to 31 Mar 81

Descriptors: *Bilingual Education, *Program Evaluation, *Program Improvement, *Evaluation Criteria, *Program Effectiveness, *Educational Research, * Data Analysis, Research Methodology, Advisory Committees

Identifiers: Federal, Proposal

The purpose of this project is to examine previous and current bilingual vocational training programs for determinants of success. Reports and materials of twenty-one two-year (minimum) programs will be surveyed, and nine projects will be selected for site visits to examine programs in detail. Measurable criteria will be formulated in at least six program areas to identify and establish indicators of success. An advisory group will be appointed and will review and critique project plans and tasks. Trends, indices, and correlations will be sought from a close comparison of data from the nine site visits. Negative or limiting indicators will also be sought, as well as features which are distinctive of particular types of programs. A 150-200 page monograph for administrators will be written based on the information resulting from the analysis of site reports and field records and a survey of other pertinent research data. A final technical report will provide detailed documentation on the methodology of the project study and the accomplishments achieved by the project.

National Center for Education Statistics

CC063001 $4,116,000 Huddleston

High School and Beyond.

Project Director: Stocking, Carol

Organization: National Opinion Research Center, 6030 South Ellis, Chicago, IL 60637

Telephone: (312) 753-1514

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 01

Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC

Contract Number: OEC-300-78-0208

Funding Period: Start Date 01 Jul 78; End Date 08 Apr 82

Fiscal Year Funding: FY78; $732,000; 7 Jul 78 to 31 Aug 79. FY79; $2,196,000; 9 Sep 79 to 31 Dec 81. FY80; $1,188,000; 1 Jan 82 to 8 Apr 82

Descriptors: *Longitudinal Studies, *Statistical Data, *Cohort Analysis, *Secondary School Students, Data Collection, Surveys, Postsecondary Education, Parent Attitudes, Educational Development, Environmental Influences

Identifiers: Federal, Proposal

This is a new phase of the National Longitudinal Studies Program which introduces in 1980 a cohort of secondary school sophomores, in addition to a cohort of seniors as in the 1972 study. A random sample of 36 sophomores and a like number of seniors from each of 1,100 public and private schools will be selected. Using both cohorts allows for more emphasis to be placed on gaining a fuller understanding of the total secondary school experience and its impact on the students, since varying school experiences and programs can create qualities which affect subsequent educational, occupational, and societal activity. Both cohorts will be followed up at two year intervals over a period of eight to ten years. The sophomore cohort will permit an assessment of the changes taking place during the final two years of secondary school and will follow up those sophomores who dropped out in the meantime. Comparisons with the 1972 data will help in differentiating the normal developmental patterns of young adults from the impact of a changing environment. Survey instruments include student questionnaires; test battery consisting of vocabulary, reading, and quantitative ability for all students and special tests for sophomores emphasizing achievement measures in science, writing, and civics; a school questionnaire; and supplementary information about students from full-time classroom teachers. In addition, a subsample of the parents of the seniors will be asked about their expectations and plans for postsecondary education for their children.

CC063002 $399,721 Podolsky

Characteristics of Students in Noncollegiate Postsecondary Schools.

Project Director: Forbes, Cynthia

Organization: Westat Research, Inc, 11600 Nebel Street, Rockville, MD 20852

Telephone: (301) 881-5310

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 08

Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC

Contract Number: OEC-300-78-0453

Funding Period: Start Date 25 Sep 78; End Date 30 Sep 81

Fiscal Year Funding: FY78; $199,721; 25 Sep 78 to 24 Sep 79. FY81; $200,000; 1 Oct 80 to 30 Sep 81

Descriptors: *Statistical Data, *Postsecondary Education, *Student Characteristics, Socioeconomic Background, Surveys, Enrollment, Educational Planning, Occupational Information, Career Planning

Identifiers: Federal, Proposal

Note: This project is funded in alternate years

This survey, conducted every other year (in the odd year), uses a sample to provide information on socioeconomic background, job status, and career plans for students enrolled in these schools. Using the universe tape generated from the previous year's noncollegiate postsecondry school survey, a random stratified sample of 600 schools is drawn from which a sample of 6800 students attending these schools is sent survey forms. Specific information collected includes age, sex, race or ethnic group, and military status; highest education level and prior vocational education; reason for selecting current program or school; potential problems to prevent completion; work experience and work plans; education plans; and parents' occupation and education level.

CC063003 $4,045,873 Kolstad

National Longitudinal Study of the High School Class of 1972.

Project Director: Riccobono, John

Organization: Research Triangle Institute, PO Box 12194, Research Triangle Park, NC 27709

Telephone: (919) 541-6335

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 02

Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC

Contract Number: OEC-073-6666

Funding Period: Start Date 01 Jul 76; End Date 23 Jun 81

Fiscal Year Funding: FY77; $1,767,989; 1 Jul 76 to 31 Mar 79. FY79; $1,763,884; 1 Apr 79 to 30 Jun 80. FY80; $514,000; 1 Jul 80 to 23 Jun 81

Descriptors: *Career Development, *Longitudinal Studies, *Young Adults, *Graduate Survey, Socioeconomic Background, Postsecondary Education, Statistical Data, Employment Statistics, Social Influences, Work Experience

Identifiers: Federal, Proposal

The National Longitudinal Study (NLS) was designed as a long-term program to determine what happens to young people after they leave high school, as measured by their subsequent educational and vocational activities, plans, aspirations, and attitudes at various points in time. The purpose of the study is to gain better insights into the development of students as they pass through the American educational system and to develop an understanding of the factors associated with individual educational and career outcomes. The base year survey was initiated in spring 1972. A national probability sample design provided for the selection of approximately 22,000 seniors from 1,200 public and private high schools. Survey instruments included a student questionnaire, a 69-minute test battery, a student record information form, a school questionnaire, and a counselor questionnaire. Follow-up surveys of the same individuals were initiated in October 1973, 1974, 1976, and 1979 (mail followed by personal interviews of nonrespondents) with sample retention rates from one survey to the next of approximately 94 percent. The major areas covered by the questionnaires are demographic information, family and background information, education and training, work experience, family status, military service, activities, attitudes, plans, and opinions.

CC063004 $681,469 Pepin

Degrees and Other Formal Awards Conferred between July 1, 1977 and June 30, 1979.

Project Director: Smith, Stanley V.
Organization: National Center for Education Statistics, 400 Maryland Avenue, SW, Washington, DC 20202
Telephone: (202) 245-8392
Organization Type: National/Federal Education Agency
Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC
Funding Period: Start Date 01 Oct 78; End Date 30 Sep 81
Fiscal Year Funding: FY78; $129,469; 1 Oct 78 to 30 Sep 80. FY79; $250,000; 1 Oct 79 to 30 Sep 80. FY80; $302,000; 1 Oct 80 to 30 Sep 81
Descriptors: *Degrees Academic, *Awards, *Statistical Data, *Higher Education, Universities, Colleges, Surveys, Intellectual Disciplines, Ethnic Distribution, School Statistics, Graduate Study
Identifiers: Federal, Proposal, *Higher Education General Information Survey

For well over a decade the National Center for Education Statistics (NCES) has collected and reported the number of degrees and other formal awards conferred by accredited universities and colleges in the aggregate United States, on an annual basis, as a part of the Higher Education General Information Survey. The number of such degrees and other formal awards awarded is reported not only by level of degree and by sex of recipient, but also by control and level of institution, by state or other area, and by discipline division and discipline speciality, in summary form for the aggregate United States as well as for individual institutions. Data on the racial or ethnic distribution of persons with earned degrees have been collected and are available for the academic years 1975-76, 1976-77, and 1978-79.

CC063005 Morgan

Vocational Education Data System (VEDS).
Sponsoring Agency: National Center for Education Statistics (ED), Washington, DC
Descriptors: *Statistical Data, *Information Systems, *Recordkeeping, *Secondary Education, *Postsecondary Education, School Statistics, Expenditures, Enrollment, Teachers, Program Effectiveness, Student Characteristics, Federal State Relationship
Identifiers: Federal, Proposal, *Vocational Education Data System
Note: NCES is responsible for planning, management and basic implementation of the project. Contract(s) will be used for various facets of the work

The Vocational Education Data System (VEDS) was developed as a reporting and accounting system to include information on students by race, ethnic origin, and sex; programs; program completers and leavers; staff; facilities; and expenditures for all public secondary and postsecondary schools that administer vocational education. The main features include using uniform definitions in all states, obtaining unduplicated student counts through a student-based record system, and reporting financial expenditure data by type of program. Unique to VEDS will be an assessment of the extent to which program completers and leavers find employment in occupations related to their training and an evaluation by the employer of former students' technical knowledge, work attitudes, and work quality. VEDS is designed to assure that only salient state level data are to be transmitted to the federal government. It will contain two major functional elements: a reporting system, sending data aggregated at the state level to the federal level, and an accounting system designed to set recordkeeping standards at the local or state level for program audit planning and evaluation purposes. The system will be compatible with state occupational systems which produce data on employment demand. Used together, the two systems will be capable of providing a continuous assessment of occupational supply and demand. In fiscal years 1979 and 1980, data on enrollment, completers and leavers, staff, and expenditures will be collected. Plans for fiscal years 1981 and 1982 are to readminister surveys on enrollment, completers and leavers, staff, and expenditures; assess the extent to which students find employment; and survey employers on their evaluation of former students' technical knowledge, work attitudes, and work quality. The first edition of the report, "Condition of Vocational Education," will be completed in 1981.

U.S. Department of Labor

CC064001 $44,054 Pollak

Study of the Scope, Content, and Quality of the Apprenticeship Programs Covering the Skilled Metal Trades Crafts Represented by the International Association of Machinists and Aerospace Workers.

Project Director: Bradford, Charles E.
Organization: International Association of Machinists and Aerospace Workers, 1300 Connecticut Avenue, NW, Washington, DC 20036
Telephone: (202) 857-5173
Organization Type: Business/Industry/Labor
Sponsoring Agency: Department of Labor, Washington, DC
Contract Number: 20-11-79-25
Funding Period: Start Date 23 Apr 79; End Date 02 Aug 80
Fiscal Year Funding: FY79; $38,279; 23 Apr 79 to 30 Nov 79. FY80; $5,775; 1 Dec 79 to 2 Aug 80
Descriptors: *Apprenticeships, *Metal Working, *PRogram Improvement, *Standards, Program Evaluation, Trade and Industrial Education
Identifiers: Federal, Proposal

The International Association of Machinists (IAM) is undertaking a program to promote apprenticeship training programs covering all of the metal trades crafts in every industry in which apprentices are employed. It intends to develop or update national standards for each craft which will recognize the varying nature of the skills required for the different industries in which the craft is employed. This study will assist the IAM to obtain comprehensive and accurate information concerning the status of these apprenticeship programs. The project is planned in three phases. Phase 1 is devoted solely to acquiring data on the extent, content, and structure of these programs, and will be conducted by the IAM under a contract; phase 2 will address the performance and achievements of a representative sample of such programs; phase 3 will involve an onsite evaluation of the quality of the direction, training, curricula, facilities, union-management support, and other critical facets of selected apprenticeship programs, and will result in a set of recommendations concerning all aspects of apprenticeship training in the metal trades crafts covered by the IAM agreements. Both phases 2 and 3 will be conducted by a qualified independent researcher or research firm.

CC064002 $177,986 Pollak

Performance-based Career Development under Allied Health Apprenticeship Training.

Project Director: Doak, Cecilia, C.
Organization: Society for Advanced Medical Systems, 4405 East-West Highway, Bethesda, MD 20014
Telephone: (301) 657-4142
Organization Type: Professional Association
Geographic Location: Congressional District 08
Sponsoring Agency: Department of Labor, Washington, DC
Contract Number: 20-24-79-44
Funding Period: Start Date 01 Sep 79; End Date 31 Aug 81
Fiscal Year Funding: FY79; $78,845; 1 Sep 79 to 31 Aug 80. FY80; $99,141; 31 Jul 80 to 31 Aug 81
Descriptors: *Apprenticeships, *Allied Health Occupations Education, *Competency Based Education, *Pilot Projects, *Allied Health Personnel, *Demonstration Programs, Career Ladders, Guidelines, Guides, Instructional Materials, Mobility, Evaluation Criteria, Training Techniques
Identifiers: Federal, Proposal

Pilot projects of performance-based training will be developed for selected apprenticeable allied health care occupations. The aims of the project are to develop training techniques in which advancement is based on performance, thus allowing training time to vary, and basing the criterion for success on performance rather than on time; to demonstrate that employees trained by performance-based curriculum are as competent as those trained by more conventional methods; to promote job ladders and lattices and geographic mobility; and to expand the market for apprenticeships by providing guidelines and training materials. Training modules will be developed for a curriculum that will be designed to provide the quality of apprenticeship training that community colleges can accept toward associate degrees. An instructors' manual on how to prepare a specific training plan will be developed, including the clinical experience in the apprentice program. The project will work closely with allied health credentialing and accrediting groups to develop teaching standards. A demonstration project will be developed and implemented in phase 2 to field test the instructors' manual and training guide. In addition, data will be gathered from sponsors of other health care assistant apprenticeship training programs to determine how the instructors' manual assists in training health care assistants and how the training guide helps sponsors develop performance based training programs.

CC064003 $117,781 Pollak

Survey of Practices for the Granting of Advanced Standing or Credit for Previously Acquired Experience, Training, or Skills in Apprenticeships.

Project Director: Cannon, Barbara Kelly
Organization: Kirschner Associates, Inc, 1100 17th Street, NW, Suite 800, Washington, DC 20036
Telephone: (202) 962-9400
Organization Type: Research/Development/Curriculum Organization
Sponsoring Agency: Department of Labor, Washington, DC
Contract Number: 20-11-80-48
Funding Period: Start Date 01 Oct 80; End Date 31 Jan 82
Fiscal Year Funding: FY80; $117,781; 1 Oct 80 to 31 Jan 82
Descriptors: *Apprenticeships, *Experiential Learning, *On the Job Training, *Credits, *Advanced Placement, Surveys, Transfer Policy, Program Evaluation
Identifiers: Federal, Proposal
Note: Monies allocated in FY 1980 will fund the project through January 31, 1982

Project staff will conduct a literature search regarding advanced standing or credit practices, policies, and procedures for apprenticeship and similar training programs. Findings will be catalogued by apprenticeable occupational trade names. Using a four-step sorting process, project staff will locate fifteen sample sites that include at least two of the identified apprenticeable trades; contain one or more programs that offer experience for which advanced standing or credit often is given; and include a variety of industries, labor market conditions, program sizes and sponsors, and geographic locations. A sample of 200 former apprentices at each site will be interviewed by telephone. Program personnel, including employers, union representatives, and federal and state agency representatives, will be interviewed in person to obtain an accurate description of the prevailing practices in each program regarding the granting of advanced credit or standing. Data will be analyzed and a final report written, including current practices, whether standardization of credit practices for an industry or trade is feasible, recommendations for standardization, and a brief summary of survey methodology. Results should benefit vocational and trade school personnel, apprenticeship program sponsors, apprenticeship training committees, and apprenticeship administrators.

CC064004 $197,249 Daski

Study of Current Practices in the Rotation of Apprentices dur-

ing On-the-Job Training.

Project Director: Cooper, Merri-Ann

Organization: Advanced Research Resources Organization, 4330 East-West Highway, Washington, DC 20014

Telephone: (202) 986-9000

Organization Type: Research/Development/Curriculum Organization

Sponsoring Agency: Department of Labor, Washington, DC

Contract Number: 20-11-80-50

Funding Period: Start Date 01 Oct 80; End Date 30 Jun 82

Fiscal Year Funding: FY80; $197,429; 1 Oct 80 to 30 Jun 82

Descriptors: *Apprenticeships, *On the Job Training, *Job Skills, *Program Effectiveness, Surveys, Program Evaluation

Identifiers: Federal, Proposal, Job Rotation

Note: Monies allocated in FY 1980 will fund the project through June 30, 1982

The influence of job rotation on the effectiveness of apprentice training programs will be researched. Job rotation is identified as new learning experiences in apprenticeship training such as new tasks to be performed, new skills to be acquired, and new equipment to learn to use. In the first phase of the research, project staff will conduct a literature review of rotation practices and apprenticeships, on-the-job training, early career experiences, the roles of peers and supervisors in training, and experience-based training. Representatives from the Bureau of Apprenticeship and Training, from federal and state apprenticeship agencies, and perhaps from unions will be interviewed; an advisory committee will be formed to assist in locating resource materials and personnel. In phase 2, a sampling plan will be developed. Ten trades (half construction, half nonconstruction) with apprenticeship programs will be selected. Then thirty or more business and contracting firms which are apprenticeship training sites will be selected in five cities in diverse parts of the country, with different economic climates, and with varying state and federal registration requirements. A sample of apprentices in their last year of apprenticeship and journeymen who have recently completed their apprenticeship programs will be identified and interviewed. Data will be analyzed statistically to determine effective rotation practices and to select a minimum of fifteen good or poor training sites with the plant manager, journeymen, foremen and other supervisors, union representatives, apprenticeship coordinators, JATC members, and journeymen trainers. A final report will be prepared including recommendations for revising rotation programs to make them more effective.

CC064005 $357,820 Daski

Survey of the Causes of Retention and Attrition in Apprenticeship Programs with Emphasis on Minorities and Women.

Project Director: Davin, Edward

Organization: CSR, Incorporated, 815 15th Street, NW, Suite 500, Washington, DC 20005

Telephone: (202) 842-7600

Organization Type: Research/Development/Curriculum Organization

Sponsoring Agency: Department of Labor, Washington, DC

Contract Number: 20-11-80-29

Funding Period: Start Date 02 Sep 80; End Date 31 Aug 82

Fiscal Year Funding: FY80; $357,820; 2 Sep 80 to 31 Aug 82

Descriptors: *Apprenticeships, *Student Attrition, *Minority Groups, *Females, *School Holding Power, Labor Market, Educational Research, On the Job Training, Unions, Program Evaluation, Surveys

Identifiers: Federal, Proposal

Note: Monies allocated in FY 1980 will fund the project through August 31, 1982

A survey will be conducted to determine factors associated with attrition in registered apprenticeship programs and to document, review, and analyze the causes of differences in attrition across a variety of trades and industries. The survey will focus on attrition rates of minority and female apprentices to determine the extent to which these trainees become journeymen and the reasons why some drop out of programs. After conducting a literature review, project staff will review employer records on apprenticeship industries, program completions, and attrition and conduct personal interviews with employers, union representatives, training coordinators, instructors, JAC members, apprenticeship training representatives from federal and state apprenticeship agencies, and staffs of selected apprenticeship outreach programs. Personal and telephone interviews will be conducted with apprentices who completed or cancelled their indentureship during the specified time frame. About ten of the larger and more important apprenticeable trades will be selected for research. Specific trades and sites will be determined in consultations with the Bureau of Apprenticeship and Training and the Office of Policy, Evaluation and Research. A sample of 4,000 to 5,000 apprentices will be selected from all entrants to registered apprenticeship programs in the designated trades between 1972 and 1976. Variables to be studied include demographic data, pre-apprenticeship experience, program characteristics, attrition and retention, labor market conditions, employer characteristics, and reasons for cancellation of indenture. Progress reports and a final report will be delivered.

CC064006 $99,999 Roffle

Assessment of the Importance of Full-time Apprentice Coordinators in Improving Program Effectiveness.

Project Director: Butler, Roy L.

Organization: Ohio State University, National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, OH 43210

Telephone: (614) 486-3655

Organization Type: Research/Development/Curriculum Organization

Geographic Location: Congressional District 15

Sponsoring Agency: Department of Labor, Washington, DC

Contract Number: 20-39-80-46

Funding Period: Start Date 15 Sep 80; End Date 14 Sep 81

Fiscal Year Funding: FY79; $24,848; 15 Sep 80 to 14 Sep 81. FY80; $75,151; 15 Sep 80 to 14 Sep 81

Descriptors: *Apprenticeships, *Coordinators, *Case Studies, *Job Analysis, *Occupational Information, National Surveys, Program Effectiveness, Educational Research

Identifiers: Federal, Proposal

A study will be conducted to provide comprehensive information about apprentice coordinators, document how they are currently performing their roles and responsibilities, and determine the conditions under which full-time apprentice coordinators seem warranted or unwarranted. A literature search will be conducted to identify research studies, publications, or reports; the search will be used to develop a library on the characteristic roles and responsibilities of apprentice coordinators and as a basis for identifying items to be included in the mailed survey instrument. A five-member product review panel composed of equal representation from labor and management will be formed to serve as consultants throughout the project. A comprehensive list of all apprentice coordinators will be compiled. The mail survey instrument will be developed to gather general demographic data and determine full-time or part-time employment status, job roles and responsibilities, educational and training qualifications, how coordinators develop competencies and update skills, how they perceive need for training and training materials, how local coordination functions are accomplished without a paid coordinator, who pays the coordinators, and the relationship of coordinators to classroom instructional staff. Results will be compiled, analyzed, and published. An in-depth study of six sites which use apprentice coordinators will be conducted using case study methodology. Case study data will be used to supplement the information and mail survey data. Monthly progress reports, a final research report, and results of the literature search will be prepared.

CC064007 $31,903 Daski

Analysis of Nonregistered Apprenticeship Programs.

Project Director: Swerdloff, Sol

Organization: Manpower and Education Research Associates, 5509 North 31st Street, Arlington, VA 22207

Telephone: (703) 536-9418

Organization Type: Research/Development/Curriculum Organiza-

tion
Geographic Location: Congressional District 10
Sponsoring Agency: Department of Labor, Washington, DC
Contract Number: 20-51-80-30
Funding Period: Start Date 15 Aug 80; End Date 14 Aug 81
Fiscal Year Funding: FY80; $31,903; 15 Aug 80 to 14 Aug 81
Descriptors: *Apprenticeships, *State Standards, *Federal Regulation, *Accreditation Institutions, Surveys, Educational Research
Identifiers: Federal, Proposal

Employers in selected industries who have unregistered apprenticeship programs will be surveyed to determine why their programs are not registered. Employers with registered apprenticeship programs will be surveyed to determine why they registered their programs and what benefits they believe have resulted from registration. Interviews will be conducted with forty-eight officials of large-sized firms, one from each of six industry divisions, in eight cities. Twenty-four employers with registered programs will be interviewed. The survey will determine if employers have been asked to register their programs, if employers understand the costs and benefits of registering and registration requirements, if Bureau of Apprenticeship and Training or SAC operations can be modified or other incentives offered, and if employers who are unwilling to register would be willing to provide certain information such as number of apprentices in training by occupations or participate in a certification program to meet minimum standards. A model with policy options and recommendations with advantages and disadvantages of each will be produced, including an alternative structure for encouraging employers to agree to federal and state recognition of their apprenticeship programs. The final report will include an analysis of reasons why employers do not register their programs and will give federal and state apprenticeship officials a better understanding of institutional factors involved in the success or failure of efforts to promote an expanded registration system.

SECTION 3

INDEXES

Subject Index

This index lists project titles under the major subject terms assigned to characterize project content. The terms are taken from the *Thesaurus of ERIC Descriptors* and are listed in alphabetical order. (Note: Because projects in this publication are in the broad area of vocational education, "vocational education" is not used as a major descriptor except occasionally to clarify project content.) As shown in the example, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.

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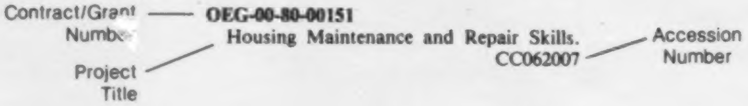

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OEC-300-79-0671
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CC011023

OEC-300-79-0691
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CC011011

OEC-300-79-0706
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CC011016

OEC-300-79-0709
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CC011020

OEC-300-79-0735
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CC011009

OEC-300-79-0744
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CC011015

OEC-300-79-0762
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CC011021

OEC-300-79-0773
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CC011010

OEC-300-79-0778
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CC011014

OEC-300-79-0796
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CC011017

OEC-300-79-0812
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CC011018

OEC-300-80-0039
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CC011029

OEC-300-80-0088
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CC011030

OEC-300-80-0213
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CC013003

OEC-300-80-0214
Western Curriculum Coordination Center.
CC013001

OEC-300-80-0553
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CC011024

OEC-300-80-0747
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CC011031

OEC-300-80-0785
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CC020002

OEC-300-80-0786
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CC011027

OEC-300-80-0791
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CC040016

OEC-300-80-0835
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CC011026

OEC-300-80-0865
Vocational Educational Personnel Development Needs for Working with the Handicapped.
CC011032

OEC-300-80-0937
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CC011028

OEC-300-80-0956
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CC011025

OEG-OO-78-C0085
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CC015001

OEG-00-78-COO83
Salish Kootenai Vocational Education Training Education Program.
CC015008

OEG-00-78-C0081
Vocational Rehabilitation Service Provider's Training Project.
CC015002

OEG-00-78-C0082
Vocational Education for Trainable Mentally and Physically Handicapped (TMH) Children.
CC015012

OEG-00-78-C0086
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CC015016

OEG-00-78-C0087
Lummi Indian School of Aquaculture and Fisheries.
CC015017

OEG-00-78-C0088
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CC015009

OEG-00-78-C0096
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CC015019

OEG-00-78-C0097
Choctaw Vocational Program.
CC015003

OEG-00-78-C0103
Fort Belknap Vocational Education Project.
CC015005

OEG-00-78-C0104
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CC015015

OEG-00-78-C0107
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CC015007

OEG-00-78-C0111
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CC015014

OEG-00-78-C0112
Lac Courte Oreilles Vocational Education and Occupational Skills Training Program.
CC015018

OEG-00-78-C0167
Crow Tribe Vocational Training Program.
CC015004

OEG-00-78-C0219
Canoncito Career Vocational Program.
CC015010

OEG-00-78-C0220
Ramah Navajo Vocational Training Project.
CC015011

OEG-00-78-00084
Cheyenne-Arapaho Vocational Education and Program Improvement Project.
CC015013

OEG-00-78-00105
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CC015006

OEG-00-78-01844
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CC050002

OEG-00-78-01848
Promoting Collaborative Planning of Career Education for Disabled Students.
CC050001

OEG-00-78-03187
Evaluation and Training of Community Living Skills for Severely Retarded Adolescents.
CC050003

OEG-00-78-03739
Program for Adult Student Success.
CC040001

OEG-00-78-04164
Neighborhood Women's College Program.
CC040002

OEG-00-79-01061
Indian Vocational Education Training Program.
CC015024

OEG-00-79-01145
Coordinated Vocational Training.
CC015022

OEG-00-79-01624
Two Eagle River School Vocational Education Program.
CC015023

OEG-00-79-01637
Vocational Education Project: St. Regis Mohawk Indian Reservation.
CC015026

OEG-00-79-01664
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CC015025

OEG-00-79-01847
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CC015028

OEG-00-79-02022
Sisseton-Wahpeton Sioux Vocational Education Self-Determination Project.
CC015027

OEG-00-79-02103
Three-Part Vocational Program.
CC015021

OEG-00-79-02257
Development and Validation of a Standardized Leisure Diagnostic Battery (LDB) to Assess Leisure Functioning of Handicapped Children and Youth.
CC050006

OEG-00-79-02259
Proposed Total Assessment System for Handicapped Youth in the Life Role Skills Areas of Academics, Survival Skills, Health and Job Placement with the Development

of Instrumentation for the Job Performance Aspects Related to Employer Input in Both Prescription and Curriculum Revision.
CC050005

OEG-00-79-02260
Increasing Career and Life Skills for Handicapped Youth through a Specialized Instructional Program in Arts.
CC050004

OEG-00-79-02380
Papago Education Skill Center.
CC015020

OEG-00-79-02959
Bachelor of Science Degree Program in Public Policy.
CC040007

OEG-00-79-03143
Urban Educational Center Associate Degree Project.
CC040010

OEG-00-79-03211
Tulalip Vocational Education.
CC015029

OEG-00-79-03417
Alternative for Professional Textile Arts Training.
CC040003

OEG-00-79-03421
Migrant Educational Opportunities Program.
CC040008

OEG-00-79-03903
Native American Service Career Development Model.
CC040005

OEG-00-79-04450
Wisconsin Vocational-Technical Adult Education (VTAE) Individualized Audiovisual Instructional Materials Production.
CC040011

OEG-00-79-05044
Police Management Writing: A Curriculum Development and Teaching Project.
CC040009

OEG-00-79-05047
Woman's Building Feminist Education Project.
CC040004

OEG-00-79-05162
Practical Management and Organizational Development Training.
CC040006

OEG-00-80-00040
Bilingual Vocational Instructor Training Program.
CC062003

OEG-00-80-00041
Bilingual Vocational Program to Train Chef Instructors.
CC062009

OEG-00-80-00043
Bilingual Vocational Education Instructor Training Program.
CC062012

OEG-00-80-00044
Bilingual Vocational Education Instructor Training Program.
CC062008

OEG-00-80-00127
Data Entry Bilingual Vocational Training Project.
CC062010

OEG-00-80-00128
Program to Train Chinese as Professional Chefs.
CC062011

OEG-00-80-00129
Bilingual Vocational Education for Mexican-American Patients.
CC062014

OEG-00-80-00130
Air-Conditioning and Heating Technician Program for Spanish Speakers
CC062013

OEG-00-80-00151
Housing Maintenance and Repair Skills.
CC062007

OEG-00-80-00171
Bilingual Vocational Dental Assistant Training.
CC062002

OEG-00-80-00172
Vocational Assistance in Language and Electronics.
CC062001

OEG-00-80-00174
Nursing Assistant College Education Research.
CC062005

OEG-00-80-00180
Metro State Intensive Bilingual Vocational English Training Program.
CC062006

OEG-00-80-00181
Indochinese Bilingual Electronics Program.
CC062004

OEG-00-80-00199
Eight Northern Indian Pueblos Indian Vocational Education Training Program.
CC015031

OEG-00-80-00203
Seneca Nation Vocational Education Training Program.
CC015032

OEG-00-80-00204
Rough Rock Vocational Education Program.
CC015030

OEG-00-80-01875
Handicapped Student in America's Colleges: A Longitudinal Analysis.
CC050007

OEG-00-80-01917
Advocacy Curriculum (K-12) for Total Career Development and Independent Living Skills for Handicapped Students.
CC050009

OEG-00-80-02127
Education of the Handicapped Adolescent: An International Analysis o Model Interventions.
CC050010

OEG-00-80-03011
Career Actualization Readiness Research for the Handicapped.
CC050008

OEG-00-80-04289
Worker Education for Worker Ownership.
CC040023

OEG-00-80-04759
Phototypesetting Specialization in a Printing and Publishing Program
CC040019

OEG-00-80-05083
Community Health Advocate Program of Yakima Valley.
CC040021

OEG-00-80-05084
Workers As Students: Meeting the Need for Financial Aid Counseling.
CC040012

OEG-00-80-05087
Baccalaureate Level Consortium between Alabama's Traditionally Black Institutions and the School of Community and Allied Health at University of Alabama in Birmingham.
CC040015

OEG-00-80-05887
Measurement of Outcomes of Management Education: A Feasibility Study
CC040017

OEG-00-80-05946
University of Connecticut Health Science Cluster Program (HSCP).
CC040022

OEG-00-80-06117
The Apparel Worker in New England: Mobility and Education.
CC040020

20-11-79-25
Study of the Scope, Content, and Quality of the Apprenticeship Programs Covering the Skilled Metal Trades Crafts Represented by the International Association of Machinists and Aerospace Workers.
CC064001

20-11-80-29
Survey of the Causes of Retention and Attrition in Apprenticeship Programs with Emphasis on Minorities and Women.
CC064005

20-11-80-48
Survey of Practices for the Granting of Advanced Standing or Credit for Previously Acquired Experience, Training, or Skills in Apprenticeships.
CC064003

20-11-80-50
Study of Current Practices in the Rotation of Apprentices during On-the-Job Training.
CC064004

20-24-79-44
Performance-based Career Development under Allied Health Apprenticeship Training.
CC064002

20-39-80-46
Assessment of the Importance of Full-time Apprentice Coordinators in Improving Program Effectiveness.
CC064006

20-51-80-30
Analysis of Nonregistered Apprenticeship Programs.
CC064007

400-80-0107
Influence of Sex Roles on the Life Plans of Low Socioeconomic Status (SES) Adolescents.
CC030023

APPENDIX

VOCATIONAL EDUCATION GRADUATE LEADERSHIP DEVELOPMENT PROGRAM

VOCATIONAL EDUCATION GRADUATE LEADERSHIP DEVELOPMENT PROGRAM

ALABAMA (6)*

Auburn University
Auburn, AL 36830
E. L. Kurth
OEG-00-78-03125
Project No. 503AH00001
Congressional District 2

CALIFORNIA (9)

University of California-Los Angeles
Los Angeles, CA 90024
Larry Erickson
OEG-00-78-03129
Project No. 503AH00002
Congressional District 39

COLORADO (27)

Colorado State University (21)
Ft. Collins, CO 80523
Duane L. Blake
OEG-00-78-03131
Project No. 503AH00003
Congressional District 4

University of Northern Colorado (6)
Greeley, CO 80639
Robert Barnes
OEG-00-78-03134
Project No. 503AH00004
Congressional District 4

FLORIDA (6)

Florida State University
Tallahassee, FL 32306
Dolores Robinson
OEG-00-78-03130
Project No. 503AH00005
Congressional District 2

IDAHO (6)

University of Idaho
Northwestern Consortium
Moscow, ID 83843
James Bikkie; William A. Bakamis
OEG-00-78-02943
Project No. 503AH00006
Congressional District 1

ILLINOIS (11)

University of Illinois
Urbana, IL 61801
J. M. Slater
OEG-00-78-02942
Project No. 503AH00007
Congressional District 21

MARYLAND (6)

University of Maryland
College Park, MD 20742
Donald Maley
OEG-00-78-03128
Project No. 503AH00008
Congressional District 5

*Numbers in parentheses indicate number of awardees originally assigned.

MINNESOTA (14)

University of Minnesota
Minneapolis, MN 55455
Jerome J. Moss, Jr.
OEG-00-78-03132
Project No. 503AH00009
Congressional District 7

NEBRASKA (7)

University of Nebraska-Lincoln
Midwest Consortium
Lincoln, NE 68508
Hazel Crain
OEG-00-78-03123
Project No. 503AH00010
Congressional District 1

NEW JERSEY

Rutgers, The State University
New Brunswick, NJ 08903
Charles Drawbaugh
OEG-00-78-03122
Project No. 503AH00011
Congressional District 15

NORTH CAROLINA (6)

North Carolina State University
Raleigh, NC 27607
Joe Clary
OEG-00-78-03127
Project No. 503AH00012
Congressional District 4

OHIO (15)

The Ohio State University
Columbus, OH 43210
Aaron J. Miller
OEG-00-78-03133
Project No. 503AH00013
Congressional District 15

OKLAHOMA (7)

Oklahoma State University
Stillwater, OK 74074
Lloyd Wiggins
OEG-00-78-03135
Project No. 503AH00014
Congressional District 6

OREGON (7)

Oregon State University
Corvallis, OR 97331
Sharon Wallace
OEG-00-78-03124
Project No. 503AH00015
Congressional District 14

PENNSYLVANIA (6)

Temple University
Philadelphia, PA 19122
Calvin Cotrell
OEG-00-78-02944
Project No. 503AH00016
Congressional District 3

TEXAS (5)

East Texas State University
Commerce, TX 75428
Webb Jones
OEG-00-78-03118
Project No. 503AH00017
Congressional District 4

VIRGINIA (10)

Virginia Polytechnic Institute and State University
Blacksburg, VA 24061
Samuel Morgan; Nevin Frantz
OEG-00-78-03126
Project No. 503AH00018
Congressional District 9

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OSU The Ohio State University